



59 **Evanston Public
Library**

ACCESSION NO. 58342

CALL NO. _____

SERIAL 372.218 K513 v.23

The Kindergarten-primary
magazine

DATE DUE

BORROWER'S NAME

SERIAL 372.218 K513 v.23

The Kindergarten-primary
magazine



National-Louis University

UNIVERSITY LIBRARY

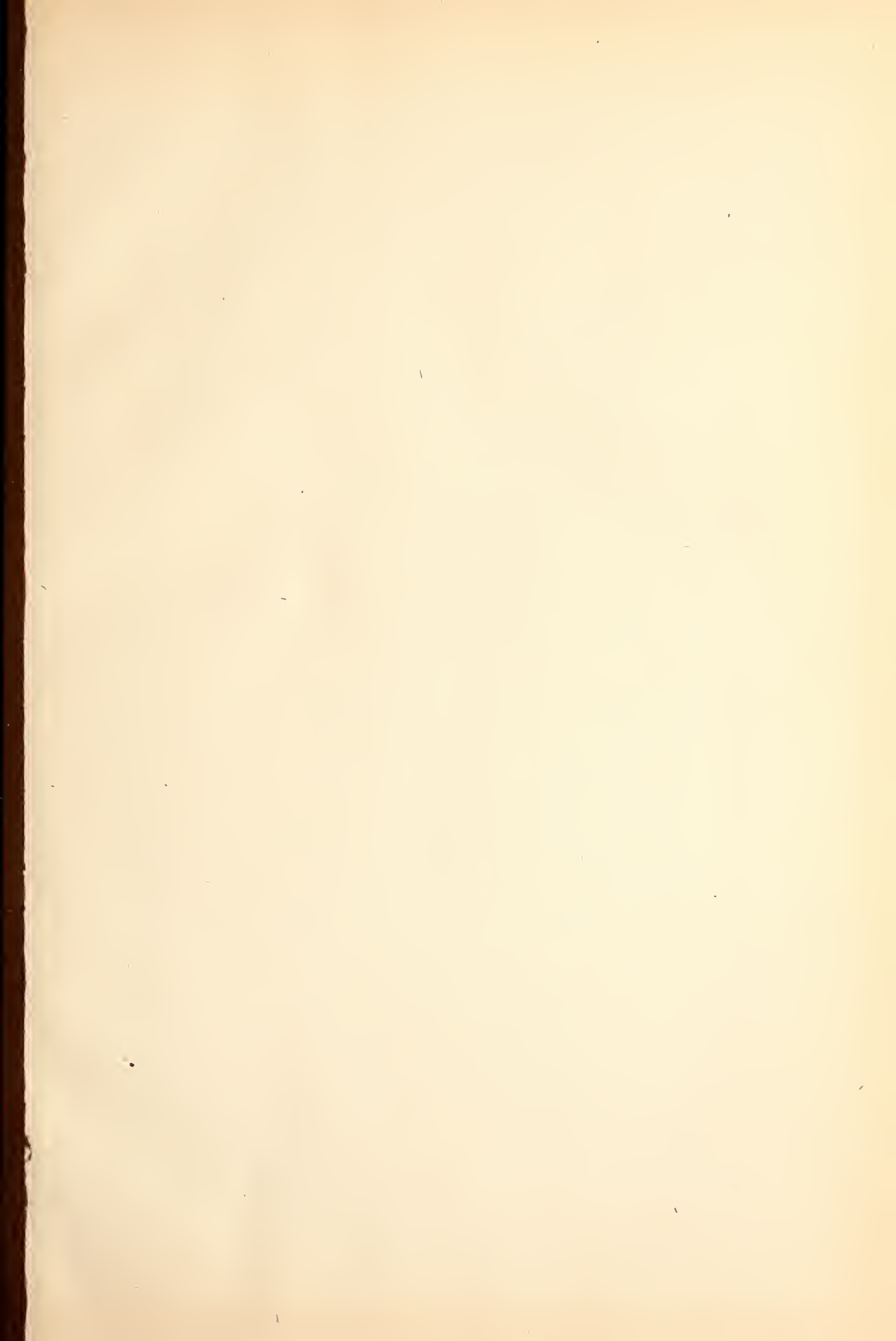
EVANSTON CAMPUS

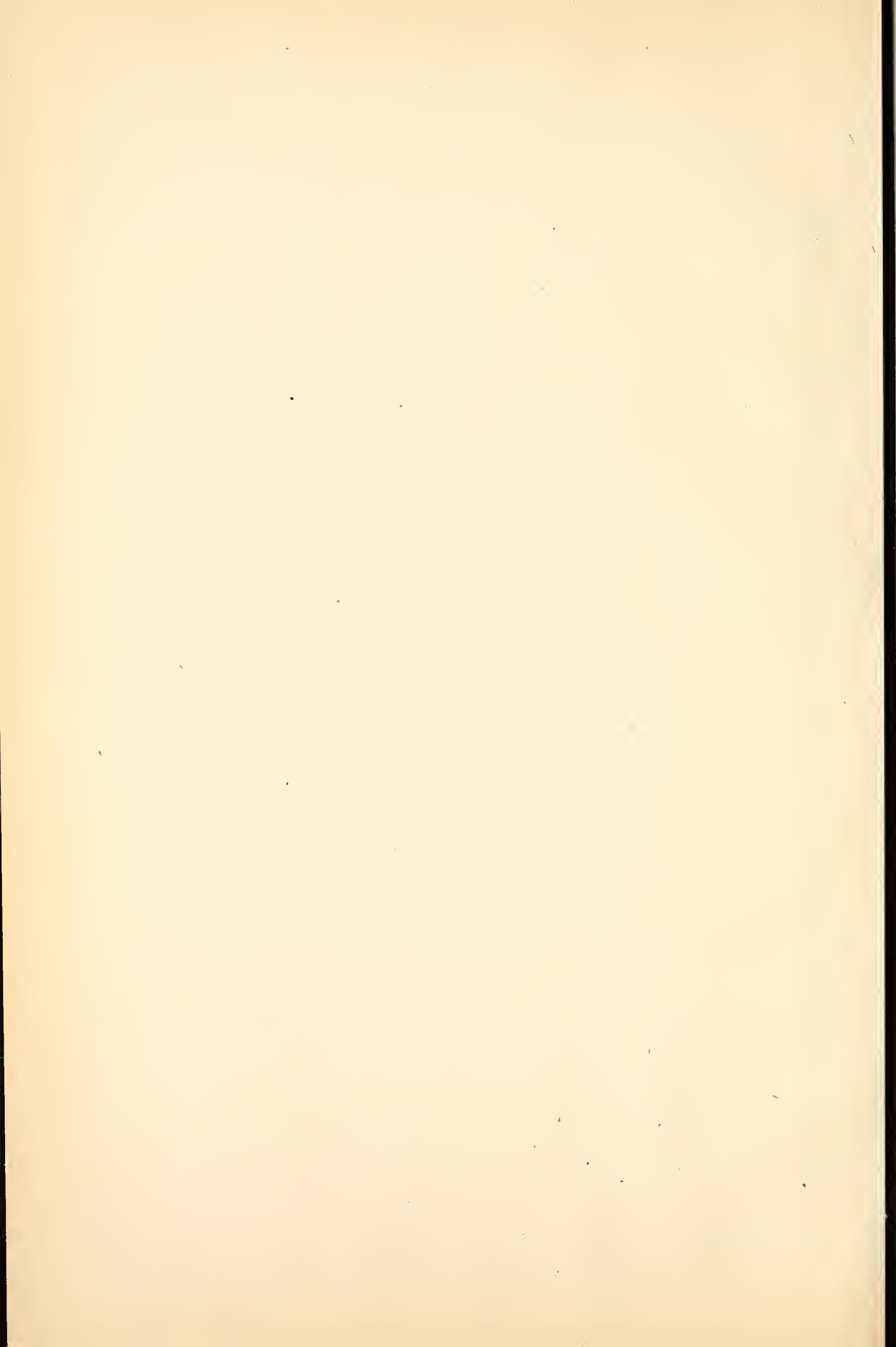
2840 Sheridan Road
Evanston, Illinois 60201
ILDS - NSLS

DEMCO









THE
KINDERGARTEN-PRIMARY
MAGAZINE

VOLUME XXIII

September 1910---June 1911



THE KINDERGARTEN MAGAZINE COMPANY
NEW YORK CITY AND MANISTEE, MICH.

OFFICE OF PUBLICATION

MANISTEE, MICH.

Index to Volume XXIII

1910-1911

The Resignation of Ada Van Stone Harris.....	3	The Right Proportion and Importance of Physical Experience and Games—C. Speneer Hayward.....	35
Playgrounds in the South.....	4	Echoes from St. Louis Convention.....	42
The Principle of Development as the Basis for Kindergarten Method—Abstract—Luella A. Palmer.....	5	Report of the Parent's Committee of the International Kindergarten Union.....	44
The Child as the Center of Correlation in the Kindergarten—Abstract—Amy E. Tanner.....	6	Making a Study of Mid-West Children's Games—Felix J. Koeh.....	44
Aesthetic Education of Children at the Kindergarten Period—Abstract—Caroline Crawford.....	6	What Stories Shall We Tell—Richard Thomas Wyche.....	47
The Test of the Child's Kindergarten Training—Abstract—Ada Van Stone Harris.....	6	The Origin of Flax—Helen Louise Dyer..	51
Exceptional Children in the Elementary Schools—Robert J. Aley.....	7	Mr. Snail.....	51
A Lesson out of School—Leslie Cann Pront.....	7	Memory Gems.....52, 81, 116, 203	
Chuggle, the Polly-Wog — Christene Wood Bullwinkle.....	7	Farewell Summer.....	52
A Chicken Pie—Fannie Houston Jones...	8	Hints and Suggestions for Kindergarten Teachers and Primary Teachers 53, 82, 237	275
Editorial Suggestions for a Kindergarten Program—Dr. E. Lyell Earle.....	8	A Year's Program—Jenny B. Merrill, Pd.D	61
Songs for Children—Walter Ford.....	9	Playground Work and Activities—Anna C. Parker.....	61
Humor and Education—.....	9	Changing Population of Our Large Cities Anna Garlin Speneer.....	65
The Children of the Mills—Ella Wheeler Wileox.....	10	Kindergarten Occupations — Mary A. Brown.....	72
News from the Training Schools.....	10	How to Disarm Criticism on the Part of a Supervising Officer—Jenny B. Merrill Pd. D.....	74
Nature Study Correlated with Clay Modeling.....	13	Mother's Meetings.....	75
The Use of Kindergarten Material in Primary and One-Room Rural Schools.....	19	Little Pieces for Little Children.....	81
27, 55, 87, 120, 212	22	A Reason for the Faith that is in Us.....	82
An Analysis of the Principal Systems of Reading—Dr. E. Lyell Earle.....	23	The Kindergarten and the Family of the Little Foreigner—Hortense M. Orcutt.	86
The Paradise of Childhood—Dr. Jenny B. Merrill, Pd. D.....	25	The Christ Cry—E. Lyell Earle.....	93
	26	A Christmas Letter from Fröebel.....	94
	31	Christmas and its Traditions—A Reprint by B. J.....	95
	34	The Cherry Tree Carol.....	98

INDEX---Continued

Santa Claus.....	99	Women War on Economics.....	160
Some Editorial Christmas Suggestions for December Program.....	100	Kindergartens Fit Child Best.....	162
The Culture System of First Reading— Ellen E. Kenyon Warner.....	101	Awakening—Beulah Albright.....	163
Plays and Games—Belle Ryner Parsons..	102	The Runaway Geese—Beulah Albright...	165
Music in the Kindergarten—Katherine Orr Williams.....	107	The Love of "Beauty" the Sheep—A. Eleanor King.....	167
The Beginning of Art in the Kindergar- ten—Walter Sargent.....	109	Stars of the Lake—Helen J. Castella.....	167
A Mysterious Christmas Gift	112	The Rabbit's Letter—Helen J. Castella...	168
A Christmas Story—Laura I. Whitney...	113	The Heart of a Boy.....	168
What Means Christmas.....	114	How the Deaf are Taught to See Sounds	169
Little Christmas Pieces.....	115	"Tick-Tock"—Julia Johnson.....	172
While the Stars of Christmas Shine— Emily Poulsson.....	115	Hints and Suggestions.....	174
Cradle Hymn—Martin Luther.....	115	Washington and Lincoln Program.....	175
Family Troubles—Eleanor Cameron	115	Washington's Birthday	177
Holly and Mistletoe.....	115	A Legend of St. Valentine.....	178
First Gift Rhyme—Gertrude Clayton.....	116	School Extension.....	179
Importance of the Kindergarten.....	118	Editorial Notes on New Books—E. Lyell Earle.....	185
Sixth Annual Convention of Southern Kindergarten Association, July 8-9-'10	118	The Test of the Child's Kindergarten Training—Ada Van Stone Harris.....	188
The Fröbel Pilgrimage, Lucy Wheelock.	123	The Care and Treatment of Dependent Children—Adele Adams Steele.....	192
Beginning of Musical Art in the Kinder- garten—Frances E. Clarke.....	125	Mother's Love—Gertrude Allyn Long....	195
The Life of Fröbel—From the Paradise of Childhood.....	131	The Training of Children in the Social Service—The Rev. Percy Dearmer.....	196
The History of the Kindergarten Song in America—Patty Smith Hill.....	135	A Prayer.....	199
Why Own a Dictionary?	143	Suggestive Exercises for Voice Develop- ment—Alys E. Bentley.....	200
Paper Cutting Story.....	143	Deadly Dry Air.....	201
Helpful Hints and Suggestions.....	144	Seat Work.....	201
A Remarkable Series of Books.....	146	Worth Remembering.....	201
The Annual Meeting of the Southern Ed- ucational Association at Chattanooga	147	Hints and Outlines for Health Day In- struction.....	202
Story Hour in the Public Libraries.....	149	Stories, Games, Plays, Recitations, Mem- ory Gems, Etc.....	203
How to Disarm Criticism on the Part of a Supervising Officer—Jenny B. Merrill, Pd. D.....	153	The Choice of Stories—Maude Laughead	206
How shall We best Conserve Our Nation's Moral Forces—Elizabeth Harrison.....	154	By Night and Day	208
Give Your Child a Chance to be Successful	159	The Golden Rule.....	208
		Spoilt Children—Mrs. Conyers Alston..	209
		Care of the Eyes.....	212
		Editorial Notes on Dr. Merrill's Retire- ment—E. Lyell Earle.....	217

INDEX---Concluded

Taking Hold by Letting Go.....	218	National Educational Association.....	265
Ethical Lessons from Frœbel's Mother Play—Bertha Johnston.....	219	A Practical System in Folding, Cutting and Modeling—A. Louise Woodford...	267
Don't Make it too Easy.....	220	Miscellaneous.....	269
Variety in the Class-Room.....	220	International Kindergarten Union.....	270
Kate G. Clark—Jenny B. Merrill, Pd. D..	221	New Fields for the Kindergarten—The West—Nina C. Vandewalker.....	277
Peace and the Professor.....	222	New Fields for the Kindergarten in the South—Marion S. Hanckel.....	283
The Song of the Wind—Frederick Beard	224	Report of Committee of Nineteen—Annie Laws.....	286
The Maple Tree's Soothing Syrup—Gracc Collins.....	225	A Word of Greeting—William Paxton Burris.....	287
Easter Thoughts.....	226	The Kindergartner a Business Woman— Stella Louise Wood.....	288
Hand Work for Easter—A. Louise Wood- ford.....	227	Guiding the Attention; the Child's Part and the Teacher's—Geraldine O'Grady	290
Ethical Culture.....	231, 303	The Ideal Kindergartner in Her Relation to Children—Ruth Waterman Norton.	293
Plans for the Frœbel Pilgrimage.....	232	Eight Stepping Stones—Stella Ramsey..	296
Why Should Anyone Go Insane—Homer Folks and Everett S. Elwood.....	233	The N. E. A. at San Francisco—Irwin Shepard.....	297
The Kindergarten in Cincinnati.....	236	A Practical System in Folding, Cutting, and Modeling—A. Louise Woodford..	299
How to Abolish Dust.....	237	Do Your Pupils Know?.....	301
The Teacher's Creed.....	237	A Fraction Game.....	301
A Number Game.....	237	Primary Number Game.....	301
The Eighteenth Annual Convention of the International Kindergarten Union —Advance Program.....	239	Use of Gilt Stars.....	302
Days of Promise.....	241	Birthdays.....	302
Says Officer Casey.....	243	A Teacher's Resolution.....	302
The Elementary School Curriculum— Frank A. Manny.....	247	Quick Work.....	302
Kindergarten as a Method—K. R. Hari- hara, B. A.....	252	Miscellaneous Suggestions.....	302
Music in the Kindergarten—Katherine Orr Williams.....	259	Kindergarten Bungalow.....	302
Peace and the Professor (Concluded)— Grant Showerman.....	261	Your Flag and My Flag.....	303
When I am a Man.....	265		

THE RIVERSIDE EDUCATIONAL MONOGRAPHS

For Teachers, School Officials, Parents,
and all others interested in Education.

Editor, **HENRY SUZZALLO**

Professor of Philosophy of Education,
Teachers College, Columbia University,
New York.

Price, 35 cents each, net.

Except "Teaching Children to Study,"
60 cents.

Volumes now Ready

Others are in Preparation.

GENERAL EDUCATIONAL THEORY.

Education. An essay, and other selections.
By **Ralph Waldo Emerson**.

The Meaning of Infancy and The Part
Played by Infancy in the Evolution of
Man. By **John Fiske**.

Education For Efficiency and The New
Definition of the Cultivated Man. By
Charles W. Eliot, President of Harvard
University (Emeritus).

Moral Principles in Education. By **John
Dewey**, Professor of Philosophy, Col-
umbia University.

ADMINISTRATION AND SUPERVIS- ION OF SCHOOLS.

Changing Conceptions of Education. By
E. P. Cubberley, Professor of Education,
Leland Stanford, Jr., University.

METHODS OF STUDY.

Self-Cultivation in English. By **George
Herbert Palmer**, Professor of Philoso-
phy, Harvard University.

Physical and Moral Instruction in Schools.
By **George Herbert Palmer**.

Teaching Children To Study. By **Lida B.
Earhart**, Instructor in Elementary Edu-
cation, Teachers College, Columbia Uni-
versity (Double Number). Price 60
cents.

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO

To Kindergartners

—AND—

Primary Teachers.



To secure the best results in teaching
writing to the Little Children, you must
use the BEST PENS. These are made
specially for this purpose by

ESTERBROOK STEEL PEN MFG. CO.,

95 John St., Camden, N. J.
for Nos. 702, 773, 774 or 794.

You Can Work Wonders
in Your Class Room,
Whatever the Age,
by using

Harbutt's Plasticine

"The perfect modeling material."
Always ready for use. No water required
If your dealer cannot supply you
write to us. Ask for Booklet K.

The Embossing Company,
ALBANY, N. Y.

CAUTION.—Ask for **HARBUTT'S** and
avoid unsatisfactory substitutes.

TO KINDERGARTNERS AND PRIMARY TEACHERS

So strong is our belief that our list of
publications will not only be of intense
interest to you, but to the children under
your care and charge, that we urge you
to secure our catalogue and examine it.
Our **JUVENILE AND NURSERY BOOKS
FOR BOYS, GIRLS and the LITTLE
FOLKS** are well worth your attention.
Space prohibits details, but a **POSTAL
PLACES OUR LIST IN YOUR HANDS**
by return mail.

Hurst & Co., Publishers,
New York.

LITTLE PEOPLE EVERYWHERE

A new series of Geographical Readers
based on Child Life.

Kathleen in Ireland (Fourth year)
Manuel in Mexico (Fifth year)
Ume San in Japan (Sixth year)
Rafael in Italy (Seventh year)

Picture cover; colored frontpieces.
Illustrations from photographs
Each Volume, 60c.

LITTLE BROWN & CO.

BOSTON, CHICAGO
31 Beacon Street 379 Wabash Ave.

WE SAVE YOU HALF ON BOOKS

We issue a special catalogue for
Teachers, School Officers and Educational
workers. Send 15c to cover the expense
of wrapping and postage and we will
send this Dictionary with our **COM-
PLETE CUT PRICE CATALOGUE**. Web-
ster's Handy American Dictionary, con-



tain-
ing 344 pages, 16mo;
over 300 illustrations. An
excellent dictionary for
school or office use. The
most universally used popu-
lar priced dictionary on the
market. Bound in cloth and
title stamped on the front
in ink from ornamental
dies. Price 30c. To you, post
age paid for 15c, in coin or
stamps. Address all orders

to Chicago,
M. A. DONOHUE & CO.,
Book Publishers and Manufacturers,
Chicago, Ill.

MISS WHELOCK'S

Kindergarten Training School

134 Newbury Street, BOSTON, MASS.

Regular Two Years' Course.
Special One Year Course for graduate
students.

Students' Home at the Marenholz.

For circulars address

LUCY WHELOCK.

NEW KINDERGARTEN

CATALOGUE

Now ready. Send name
and address to

J. L. HAMMET CO.

KINDERGARTEN AND MANUAL TRAINING SUPPLIES

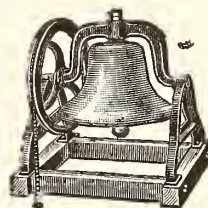
250 Devonshire St., Boston.



KINDERGARTEN SUPPLIES

And all kinds of Construction
Material for Kindergartners and
Primary Teachers. Catalogue
Free. Address,

Garden City Educational Co.
169 Wabash Ave., CHICAGO



BOWLDEN BELLS

FOR SCHOOLS
From \$8.00 to \$25.00
FOR CHURCHES
From \$35.00 to \$125.00

Write for free
catalogue.

**AMERICAN BELL &
FOUNDRY CO.**
Northville, Mich.

Spool Knitting

By **Mary A. McCormack.**

Spool knitting is well suited for use as
constructive work in the primary grades
and kindergarten. It is so simple that
small children can do it well. They can
make articles which are pretty and
which interest them, without the strain
that comes from too exact work. The
materials are easily obtained and pleas-
ant to work with. The directions given
are clear and easily followed.

Facing each description there are one
or more photographs showing the article
as completed or in course of construction.

Here are some of the articles which
may be made. Circular Mat, Baby's Bail,
Doll's Muff, Tam O'Shanter Cap, Child's
Bedroom Slippers, Doll's Hood, Doll's
Jacket, Child's Muffler, Mittens, Little
Boy's Hat, Little Girl's Hat, Child's
Hood, Jumping Rope, Toy Horse Reins,
School Bag, Doll's Hammock.

There are also many others.

12mo. Cloth. Illustrated. \$1.00 net.

A. S. BARNES & COMP'NY

NEW YORK.



SOME KINDERGARTEN TRAINING SCHOOLS OF AMERICA
Teacher's College, Indianapolis

The Kindergarten-Primary Magazine

VOL. XXIV—SEPTEMBER, 1910—NO. 1

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.
MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

To Our Friends and Patrons

Owing to an unexpected occurrence this number of the magazine has been somewhat delayed in publication, but in future we expect to have this publication in the mails before the first of each month. We feel assured that the magazine is proving increasingly helpful and better things for the future will be attempted. Type somewhat smaller, but entirely legible, enables us to give more reading matter without increasing the bulkiness of the magazine. Having increased our general advertising rates we have reduced our advertising pages without curtailing the revenue therefrom, which enables us to reduce our foreign subscription to \$1.30 per annum, including postage. We believe this change to be along the line of improvement, and feel certain that it will please our subscribers.

THE RESIGNATION OF MISS ADA VAN STONE HARRIS.

The news has reached the Magazine of the resignation of Miss Ada Van Stone Harris as assistant superintendent of the schools of Rochester.

Miss Harris is one of the women who has aided materially in solving the problem of the

relation of the kindergarten and the primary grades.

It was at her instigation that the "National Society for the Scientific Study of Education" made "The Kindergarten" the subject of its Sixth and Seventh Year books, in 1907 and 1908. In these year books are to be found ten of the best studies upon the kindergarten and its relation to elementary education.

The first article of the series, written by Miss Harris herself, contains many penchant paragraphs. For example:

1. "The kindergarten is pre-eminently a school of observation and experience, and so gives vital meaning to the facts and events which the child's first books record."

2. "The child of the kindergarten, who has actually been taught nothing in the ordinary acceptance of the word, we find has worked, has experimented, has invented, has compared, has reproduced—"all things have been revealed in the doing and productive activity has enlightened and developed the mind."

3. "The kindergarten offers the child experience instead of instruction; life instead of learning; a miniature world, where he lives, grows, expands and learns."

4. "Froebel's chief aim was character-building. Against the self-seeking system of schools, the kindergarten protests in the most practical manner, for all its methods are adapted to develop feelings of kindness, of helpfulness, of sympathy with and respect for others. No one child is encouraged to do better than another, but each is stimulated to do *his* best."

Miss Harris applied the principles of the kindergarten in supervising the kindergartners of Rochester and Newark by encouraging the kindergartners' own associations.

She believes in self-activity in its broadest applications. Hence we are not surprised that the following resolutions have been recently passed by the Kindergarten Association of Rochester:

Whereas, The Kindergarten Association has learned of the resignation of Miss Ada Van Stone Harris from the position of Assistant Superintendent of Rochester Public Schools, it is fitting that we place on record some recognition of our obligations and indebtedness to her; therefore,

Resolved, That we gratefully acknowledge our appreciation of her interest and assistance in the work of the Association. Through her inspiration we have been led to higher ideals, to broader lines of educational, philanthropic and social work.

Resolved, That we who have worked beside Miss Harris, for these past years, realize how fully she has been able to see, as we could not, the larger relation of the Kindergarten to the other departments of the public schools. This has resulted in a closer bond between Kindergarten and Primary work.

Resolved, That we deeply regret the loss of one who has been a real co-worker for the past nine years, and we wish Miss Harris all possible success in her future work and the fulfillment of her most cherished aims.

In a personal letter one kindergartner says: "We do appreciate the wonderful inspiration Miss Harris has been to us and are heart-broken at the thought of losing her."

President Forbes, of the Board of Education, said: "In accepting the resignation of Miss Harris, the Board desires to record its conviction of the magnitude and value of the work she has accomplished for the schools of the city.

Miss Harris has shown teachers the meaning and dignity of their profession and helped them to transform their schoolrooms from the atmosphere of enforced constraint and mechanical routine into places of life and joy, where all the wholesome instincts and impulses of childhood could find expression in ways to develop intelligence and practical skill.

A host of educators who have studied Miss Harris' work and judged it as disinterested observers, have accorded to it a vital significance in bringing the Rochester schools to a foremost place in the educational forces of the country.

We believe the final verdict of the entire community in which Miss Harris has given the ripe experience of some of the best years of her life will be one of approval and grateful appreciation."

PLAYGROUNDS FOR THE SOUTH.

The seed for playgrounds has been planted in the South. This is good news for all who believe in the doctrine of play for children. Tampa, Florida, holds the banner for being the first in the field south of Baltimore, with all credit due Mr. Lawrence B. Kemp, special Treasury Agent in Tampa, for instigating and carrying on the movement.

Tampa is a city of some 60,000 inhabitants, —a city that, owing to its immense cigar industry and proximity to Havana and Panama, has grown wonderfully in the last five years. It has grown especially in its Spanish, Italian and Cuban population,—drawn there by the

demand for workers in the many cigar factories,—factories which employ both men and women. With this large foreign population, where the grown people are largely employed during the day, playgrounds with careful supervision seem almost a necessity.

Tampa has a fine school system with several fine, large school buildings and a fine corps of teachers, well supervised, but in some places it has not been possible to quite keep pace with the rapid growth in population. The writer visited a small school in West Tampa which was conducted under the auspices of a small church there. The rector, Mr. Ensminger, said that when he first went there two years ago there was no public school. He had succeeded in establishing and running this small one. His efforts have been recognized by the city, which is now supporting this school and is building a fine brick structure near-by to be opened soon. Mr. Ensminger has been anxiously awaiting the time when they could see the way clear to have a well-equipped and well-supervised playground. He said that they had found it a very sad thing to watch these little foreign children at their play. He said, "They do not know any games or how to play. They run and scream and knock each other down. What they need is a good play leader and that would do wonders for the future citizens." Good, healthy play is what they need, rather than energy running to waste in idleness or mischief.

An association has been formed of public-spirited men in Tampa which, they hope, will eventually be able to furnish playgrounds for the whole city. The first playground was dedicated on February 22nd, 1910. It was an auspicious time, being the week of the Tampa-Panama celebration which brought many people to Tampa from all neighboring towns. The school children gathered in the park facing the large piazza of the beautiful Tampa Bay Hotel. They were addressed by Mr. Lawrence B. Kemp, who introduced Governor Gilchrist and Prof. Buchholz, Supt. of Education of Hillsborough Co. The children sang patriotic songs, after which all marched to the new playground where dedication exercises took place. The Association plans to have the ground fully equipped and ready for use before the summer. Ground is under discussion for playgrounds in West Tampa and in Ybor City, the Spanish section.

There are no kindergartens in Tampa, but they want them and will have them some day.

ABSTRACT—PRESIDENT'S ADDRESS— KINDERGARTEN DEPT., N. E. A.

LUELLA A. PALMER.

The Principle of Development as the Basis for Kindergarten Method.

Three main points will be considered: first, a few characteristics of the principle of development, as seen in nature; second, distinguishing marks of human development; and, lastly the relation of these facts to the promotion of human growth between the ages of four and six.

Some of the signs of development or the means by which the world has progressed are as follows: 1. Every developing body starts

new whole. 4. Nature develops an organism in all directions possible, she merely emphasizes the growth of its highest capacity and this capacity must place its power in the service of the lower to gain a rounded product. 5. Nature has a goal, one which she is arriving at every moment, from which she departs every moment. She is the complete unity where process and aim are one. The goal is development, the method is development. This is a dynamic aim.

These five points may be applied to human development: 1. Each human being must start from the point to which his peculiar heredity and experience have brought him. 2. His heredity cannot, of course, be changed



SOME KINDERGARTEN TRAINING SCHOOLS OF AMERICA

Gertrude House—Chicago Kindergarten Institute

each moment from the point which is the result of all past accumulations. 2. The present result becomes enlarged by coming in contact with material that can be assimilated. If (a) this material is of similar consistency, the new merely enlarges the old, leaving the whole body only slightly improved, but if (b) the material which comes in contact be of unlike consistency, and yet one which responds to some possible change in the first body, the combined whole may take on new characteristics. 3. The new material must be assimilated and become an organic part of the whole or it will not add to the developing power of the old. It must be usable in some need of the

after his birth, he can be developed only by those experiences that respond to some need or capacity of his nature. 3. Unused experiences are not developing experiences. Knowledge, as such, is unused experience that has no developing power. Wisdom is knowledge that is seen in its relation to the affairs of life. 4. Man's higher powers, spirituality and mentality, must not be developed at the expense of what sustains them, but must raise what nourishes them to a higher level by viewing the physical and social sides of man's nature as means by which the higher develop. 5. Man is one with nature when he becomes conscious of nature's goal, he must not only

develop but aim at development, must gain the attitude of believing that any result accomplished is but a step towards something higher and better.

The kindergartner in planning her work must start with the experience of the particular children under her care. These children must be studied carefully in order to ascertain what new experiences will appeal to them, and also gain a developing power by being put to immediate use. The spiritual and mental must be developed in themselves and also the physical and social acts by gaining expression thru these acts. The children should gain an attitude of striving towards a goal with such earnestness that it satisfies for the present moment, but is felt as a step well taken towards something better still. This last attitude makes for contentment with progress.

THE CHILD AS THE CENTER OF CORRELATION IN THE KINDERGARTEN.

AMY E. TANNER,

Department of Experimental Pedagogy, Clark University, Worcester, Massachusetts. An Abstract.

The child of kindergarten age has certain definite characteristics which should be especially considered in teaching him. Only a few of these can be touched on here:

1. He is more susceptible to skin and germ diseases than at any later age. Therefore, the kindergarten and its equipment must be unusually sanitary and kindergartners should be well informed on the symptoms of such diseases.

2. Binet has given us careful tests for normal children from 3 to 13 years, which show that both at three and four years memories are still brief, fragmentary, and narrow. The three-year-old child can remember six syllables that he understands and two figures, just after they have been spoken to him. He can count three, but not until five years can he understand four. Of course, many children can repeat number words, sometimes up to fifty, or more, before this age.

3. The ideas of most common objects and relations are vague and superficial. Much of what we call imagination is due to their seeing superficial resemblances or confusing images with reality. Ideas of distance and size are indefinite. Family relationship depends on living in the same house, so that the new baby is no relation if not classed as a doll or animal. At about four many questions

are asked on the origin of life and fantastic speculations made. Children struggling both with language and thought. Vocabularies too small for their ideas and so they make up words, classify by resemblances, especially likeness in movements, colors, sounds and visual form. Mere habitual connection between two things has strong influence in developing ideas of cause and effect.

Everything goes to show that the kindergarten should not stress fine discriminations, nor expect fine reactions of any sort.

KINDERGARTEN DEPARTMENT.

Abstract.

Aesthetic Education of Children at the Kindergarten Period.

CAROLINE CRAWFORD,
Teachers' College, Columbus University.

The change that has come about in the educational viewpoint has affected not only the practical and scientific aspects of education, but promises to modify and to reconstruct the aesthetic and cultural phases as well.

We no longer despise the day of small beginnings, nor look on the playing hours of the little child as trivial and useless. But while we grant the need of freedom to play, and recognize some sort of relation between play and art, we have failed to see how what the little child constructs during that free time is definitely related to the arts of life.

The initial art is not drawing nor painting; neither is it story-telling nor music; but it is the dramatic or so-called singing game. And as an art this is subject to the same laws of composition as any other.

One reason why we have failed to recognize the dramatic game as an art-form is because we have been bound to the older conception of bodily movement for physical exercise, instead of seeing it as a mode of expression. Even in the best works on Froebel's "Mother Play" we find games given as exercises for the various parts of the body. We are just beginning to realize that while the exercise is involved in the expression, it is not the essential thing. The mode of expression in the dramatic game is composite in type. There is much gesture or pantomime, to which some words and more or less melody are added.

The essential thing in the game is the plot, or the building of a whole out of parts. And it is on the study of the evolution of the plot, and the expression of it, that we need to concentrate our attention at the present time.

THE TEST OF THE CHILD'S KINDERGARTEN TRAINING.

ADA VAN STONE HARRIS,

Assistant Superintendent, Kindergarten and Primary,
Rochester, N. Y.—An abstract.

The great aim of modern educational work is to bring the home, school and community life into closer relationship, that these great influences in the child's life may work together. The kindergarten stands pre-eminently for such a unity of relationships, hence should be and is recognized as the fundamental beginning of all school education.

The kindergarten conception of the child is, that his whole nature, physical, social, intellectual, aesthetic and moral is alive; and from the first is responsive to its several environments.

The aim is not to give definite knowledge, but to give freedom to child nature, to stimulate and fix wholesome interests, to arouse and quicken the senses; in short, to guide his development in proper channels, so that he may grow into a well-balanced, law-abiding citizen, a helpful member of a household and a good neighbor. Any attempt to support the proposition that the kindergarten is an uplifting social influence in the home and in society, felt first by the child, second by the family and third by the neighborhood is futile.

There should be a more careful grouping of children in the kindergarten considering age and ability and a more careful grading and **adapting** of the program and materials used to these various groups.

The test of the child's training, who has left the kindergarten and has actually been taught nothing in the ordinary acceptance of the word is shown in his ability to do, to invent, to compare, to express himself and to reproduce.

Each grade is a preparation for the succeeding one, hence it devolves upon the kindergarten as the foundation of the higher school life to so equip the child that he may work the better upon entering the primary school. Hence kindergartners need to beware of smoothing the child's road, helping him over all the rough places, or of following his lead so that he becomes desultory, dependent upon others and ready to turn aside at every obstacle because too weak to surmount or remove it.

The function of all school life is to create a desire and love for knowledge, to cultivate thoroughness and skill, thrift, courage and in-

dustry in the children in order that they may go out into the world with ability to obtain the physical necessities of life and advance in wealth, commerce, the industrial and the aesthetic arts.

Exceptional Children in the Elementary Schools

Mr. Robert J. Aley, Superintendent of Public Instruction, Indianapolis, Ind., in an address before the N. E. A. on the above subject divided children of this class under four heads, as follows:

1. Feeble minded.
2. Retarded because of removable physical conditions.
3. Deficient in one or two subjects.
4. Gifted.

His remarks were limited to children of more than ordinary ability, declaring that every child born into the world had a right to realize its greatest possibility.

The forward movements of civilization are never led by average men or by the masses of the people. They are always under the direct leadership of an individual who, because of his superior ability and attainment, has stepped out and beyond the crowd. The world has constant continual need of leaders. Too many of the leaders of the past have been forced to train themselves in the school of experience. The ordinary school has failed to meet the needs of such students.

While it is worth much to a community to bring the deficient child to as high a degree of attainment as he is capable of reaching, it is worth far more to make it possible for the child with genius to realize his possibilities.

The school can never minister fully to the needs of the gifted child until it limits the number of pupils to a teacher so that it is possible for the teacher to know the individual characteristics of each of his pupils. If the teacher has the opportunity of knowing the peculiar powers of a child and the time to give individual attention, it is possible without any great change in present forms of school work to give the extraordinary pupil a chance to realize all his possibilities.

The school will serve the community and the state best when it trains all the pupils up to the limit of their capacities. When it falls short of this in any case it has not performed its duty. If it fails in the complete training of those who by nature are intended as leaders, it leaves the state weakened because of its failure.



STORIES, GAMES, PLAYS

RECITATIONS, MEMORY GEMS, ETC.

A LESSON OUT OF SCHOOL.

BY LESLIE CANN PRONT.

7715 13th Ave., Brooklyn, N. Y.

Miss Lee dismissed her class of small boys Friday afternoon, reminding them that the arithmetic lesson for Monday was the first problem on page thirty-one, the fourth on thirty-three, and the second on thirty-five.

"Try and do better next week in counting," she said kindly to Tommy Watkins as he

and arithmetic. After trying vainly for a long time to catch something, he decided it must be lunch time, so he opened his basket and spread the contents on the grass before him and sat down to enjoy the repast, when his eyes spied the arithmetic. Now was the time to destroy those horrid pages, for a light breeze blew over the water, and if the paper was torn in tiny pieces, each fragment would float far away and no one would know where they had gone. "Then," soliloquized Tommy,



SOME KINDERGARTEN TRAINING SCHOOLS OF AMERICA

Kindergarten College, Pittsburg, Pa.

passed her in leaving the room.

That was what hurt Tom most; if she had not brought to mind his failures of the week he would not have cared, so on the way home the boy planned destruction for pages thirty-one, thirty-three, and thirty-five.

Tomorrow he was going fishing to the lake all by himself, he would take the hateful book, pretending if any one questioned him, that he intended looking over his examples.

The air was clear and cool the following day, and Tommy rose with the sun so he could attend to his morning duties in time for an early start; therefore half past ten found him at the lake armed with fishing rod, bait

"I can tell Miss Lee that I did not know the leaves were gone until I reached home; and I won't have to do those problems."

Tom opened the book and half tore out one page when a little sparrow hopped before him chirping and seeming to say, "Don't, Tommy, don't." The little flowers and ferns growing along the water's edge nodded their heads in the breeze and seemed to motion "No!" Each little ripple of water seemed to reflect a "No" from the blue sky; then suddenly the book dropped from the boy's hand as three objects rose before him and paraded to and fro.

"Who are you?" he asked excitedly as they stood in line watching him.

"Thirty-one," solemnly answered the first.

"Thirty-three," the second announced in the same tones.

"Thirty-five," echoed the third.

"Thirty-one, thirty-three and thirty-five what?" asked the bewildered Tommy.

"Pages," said the three together in one voice, and before the lad could answer there came the following across the face of the first, in great black letters:

"Three boys had six apples; each boy had a sister, and if each boy gave one apple and a half to his sister, how many would be left altogether?"

Tommy gazed at the first problem long and silently, then flinging a stone at the page exclaimed in wrath:

"Aw, a fellow wouldn't do that, and besides it's too hard to puzzle over." Then he looked at the next.

"If you have two cats and Jim gives you two more, and Jack gives you one, and you present Sally with two, how many would you have left?"

"Shucks!" Tom exclaimed the second time. "I wouldn't have any cats left, because, in the first place mother won't let me have any 'cause I pull their tails and she won't let me take any from Jim or Jack, and Sally's afraid of cats; so there, I can't see where these examples are helpful."

The brows of the pages had by this time become very dark, for they did not like such strong criticism, so Thirty-one strode up to Tommy and shaking his fist vigorously, exclaimed in thundering tones:

"You have no right to find fault with us, you or any of your companions; someone else put us in your book and if you ever expect to succeed you must study us well. If you fail at first you must try again, the second time will be easier. Your teacher gives us to you to help you in other things; we are small compared to the problems you may some day be given to solve. We are only a tiny lane opening into the great road which stretches before your life and——"

"Well, I hate 'rithmetic," interrupted Tommy, "and I'm going to tear you up and put you in the lake and——"

"That won't do you any good," sadly answered the thirty-fifth page, stepping up to the small boy as if to lay a hand on his shoulder. "When you get to school Monday everybody else will have answers to their problems; when you say the pages are gone

from your book the teacher will look steadily at you, and a little white spot will come in your eye, and she will know you are not telling the truth, because that spot always comes in the eyes of little children that tell falsehoods. When your mother asks about home-work and you say the lesson is not in your book she will see that little spot, too, and be very grieved; and even if no one at home or at school should happen to know that you tore up the pages and threw them in the lake, Someone is looking down from those blue clouds and knows just what you have in your heart, even if you don't say one word aloud. You may choose for yourself whether you want to be truthful or not." And the three pages stepped into their respective places in the Arithmetic, the book closed with a loud Bang! and Tommy Watkins sat up rubbing his eyes and staring right into the startled but happy face of his father.

As the latter gathered up the basket, fishing rod, and Arithmetic he gave a side-long glance at Tommy and said:

"So mathematics and fishing put my boy to sleep, and even the first peals of thunder did not wake him. Well, I'm glad I found you before the storm." And Mr. Watkins and Tommy went home, the boy thinking all the way of the advice given him by the pages.

It is needless to say that the lesson for Monday was well done; and when promotion came and Tom's name headed the list, Miss Lee asked what helped him to get on so much better, he smiled knowingly and answered:

"A little dream I had one day when you gave the class thirty-one, thirty-three and thirty-five, and a little paper pinned over my bed that I see morning and night:

"If at first you don't succeed, try, try again.'"

CHUGGLE! THE POLLY-WOG!

CHRISTENE WOOD BULLWINKLE

Isabel and Clifford wandered one afternoon along the side of a noisy, talkative little brook, when suddenly a fat, jolly-looking frog hopped up from the water and said in a deep voice, "Wouldn't you like to be a frog? There is lots of fun down here hopping about from stone to stone and playing with the funny little 'tad-poles' and minnows under the water-ferns.

"There is to be a christening at 'Water-Cress Villa' this afternoon. Wouldn't you

enjoy going with me and seeing my nephew, the polly-wog, christened?"

"Indeed, we should," replied the children together. "Please tell us, Mr. Frog, will there be plenty of goodies to eat like 'grown-ups' have at their parties?"

"You come with me," croaked the frog and you will taste some of the nicest 'sea-foam custard' and 'brook-mint jelly' that there is to be had anywhere.

"Yes," he continued, "my favorite nephew, the polly-wog, is to be christened and I feel very happy. Step this way if you please." He parted the cat-tails and showed them a narrow path that led down into the brook.

Standing at the entrance were two blow-fish; they gave a short, sharp whistle and bowed very politely to Isabel and Clifford as they stepped aside to let the party pass.

It was beginning to get too wet for Isabel's thin little slippers, so the thoughtful frog, noticing her plight, called to a cabman who was passing and assisted the children into the carriage.

I only wish that you should have seen that carriage! It was made of pink pearl and shaped like a shell; a great bullfrog drove two graceful little sea-horses, who swam swiftly through the clear water.

After riding a short distance, the driver drew up his steeds in front of a wonderful house that looked like a bunch of water-cresses with a number of tiny cockle-shells for blinds and chimney.

Strains of sweet music came from within, and the children were open-eyed with astonishment as they saw two fiddle-crabs playing their violins in the music-room.

Swimming about in the lower hall were numbers of gayly dressed "tommy-cods" and fascinating "sun-fish."

Suddenly the music changed from the "Dance of the Waves" to a hymn, and soon the relatives that were gathered at the foot of the stairs formed into a procession and marched into the parlor where the minister, a solemn old hermit-crab, was waiting to christen the lively little polly-wog, who was trying to slide out of his mother's arms.

Isabel laughed out loud very heartily one time, and a big green lobster turned around and looked at her so sharply that the little girl felt quite frightened, but the jolly-looking frog patted her upon the shoulder and so she soon felt at ease.

Just as the minister was about to say, "I now christen thee 'Chuggle,'" and everyone

was looking solemn and serious, the polly-wog gave a leap, and away he went out of his mother's arms, through the window, and out into a clear shining pool where two pretty gold-fish were swimming about.

There was a dreadful commotion in "Water-Cress Villa" for a few minutes; the chairs were overturned, the guests were excited, and "Chuggle" refused to come in the house.

His uncle, the jolly-faced frog, said to Clifford laughingly, "He is the most mischievous polly-wog in our family. I'm afraid that his mother will have a good deal of trouble with him when he grows up and gets all of his legs."

The hermit-crab, the green lobster and the two pilot-fish entered the room at this moment bringing with them the frisky "Chuggle."

He was made to behave nicely while the minister christened him, and once more the company resumed their seats.

A delicious supper was spread in the dining-room afterwards; Clifford and Isabel were helped bountifully to cups of seaweed broth and plates of crisp sea-salad. Pretty little "black-fish" passed the refreshments about, while the four eels sang a charming quartette in the conservatory.

"Chuggle" begged to be allowed to sit between Isabel and her brother and promised them faithfully to call at their home some day, as soon as his two hind legs grew.

When Nurse Ellen found the children that evening fast asleep by the brookside, she was much interested to hear the strange tale which was related to her about the christening of "Chuggle," the polly-wog down in Water-Cress Villa.

A CHICKEN PIE.

FANNIE HOUSTON JONES.

There was wild commotion in the big back yard of the Warrens, the sound of it reaching the ears of Brigham Young, out in the lot, scratching up worms and like delicacies for his favorite. Making a bee-line for the hole in the fence, he bounded through it, Fuzzylegs trembling after him, her great yellow legs waving like banners, as she lay on her back, where she had fallen.

All the other hens were gathered about Jezabel, who, as always, was the cause of the disturbance. There was sudden quiet when the lord and master appeared, crowing his displeasure. Striding up and down before them, he demanded, in fowl language:

"Wherefore this disgraceful noise, ladies?"

"Disgraceful!" cackled brave little Trot.

"Why should not our voices be raised, when a heartless mother would destroy her own child? Look at Billy!"

Glancing down at his feet, the big white rooster saw a wee bundle of down, black as ink, its poor little head picked nearly bare.

"At your wicked work again!" he cried, and pouncing on the cruel hen, he scratched her, till she squawked for mercy. The others were standing round, enjoying the scene, when there came to the door of a long passage, leading from the kitchen of the house, a curly-headed little girl, holding a pan, filled with breakfast for her feathered pets.

"Cutchy, cutch, cutch!" she called. Then seeing the excitement among the chickens, she set down the pan and crossed the yard on a run. Grabbing Brigham by the legs, she freed Jezabel, and then, turning round, her eyes fell upon the small, shivering bunch of chickenhood.

"You poor little Billy!" she cried, stooping and uttering crooning sounds, such as her own mother used, when her child was in trouble. Gently stroking the few remaining feathers, she wrapped Billy in her handkerchief and cuddled him in her neck, while she fed the other chickens.

When the pan was empty, the wounded chick was carried into the kitchen, to the faithful Bertha, whose love for Elsie had led her to give up her home in the North, and accompany the family, when Mr. Warren's business called him to this far-away city by the sea.

"Bertha, can't you help Billy?" asked Elsie, carefully opening the handkerchief. "Jezabel has nearly killed him."

"The old savitch!" exclaimed the indignant girl, taking the patient in her hand. "Poor leedle fellar! I" yust put him mit Topsy, while I make for him a cap."

"Oh, Bertha, don't! She'll think he's a bird!" protested the little girl.

"Who knows Topsy better'n me?" retorted Bertha, as she bent over the purring cat, behind the store, and placed the chicken in her soft fur. Topsy squirmed, but when she felt the helpless mite, shivering close to her, she curled herself round him, blinked and purred, stretched out her claws, then pulled them in again, a sure sign of bliss.

Always prepared for accidents, Bertha soon had a healing salve ready to apply, and a bit of red flannel to make into a cap.

Elsie was standing in the sunlighted dining-room, watching the odd head covering take shape, when her young mother stepped into the adjoining library, through one of the long windows, opening onto the front gallery. Her eyes were shining, and her lovely golden hair, blown by the gulf breeze, was fluffed about her sweet face. In her arms she carried a mass of white Cherokee roses, still wet with dew, and in her soft white gown she made such a pretty picture that Elsie ran to her with open arms.

"Oh, mamma!" she exclaimed. "You look like an angel!" Mrs. Warren dropped the roses to take her little girl in their place.

"Mother's comfort!" she said, kissing her tenderly. Then noticing something more than usual in Elsie's manner, she asked: "Has anything happened?"

"Oh, yes, mamma! Come and see what Jezabel has done to Billy!"

As, hand in hand, they passed through the dining-room, they stopped to see how the cap was coming on, Mrs. Warren praising Bertha's work. Out in the kitchen the foster mother and her strange baby were asleep. Topsy lazily opened her eyes, yawned, stretched, and settled herself for another nap, while Billy nestled closer.

"Isn't it too funny?" laughed Mrs. Warren. "Who but Bertha would have thought of putting him with Topsy?"

Returning to the dining-room, she exclaimed, indignantly: "Jezabel doesn't deserve to live!"

"So-o-o!" replied Bertha, nodding her head several times. A sudden thought struck her: "Maybe she make goot stew yet, huh?"

"Oh, I don't know!" said her mistress, nervously, "but if—if—well, whatever you decide, Bertha, keep still!" and putting a finger to her lips, she went into the library, and gathering up the roses, began to arrange them in a big glass bowl.

Elsie had staid behind to watch Topsy and her nursling, so she did not hear her mother's words, and nothing more was said about Jezabel that day.

A few hours later Billy was strong enough to run about the kitchen and take a little food. Then Bertha spread the salve on his poor, sore hand, which she first washed with warm water, and tying on the cap with red baby ribbons, she put him out in the sun. A funnier sight could not be imagined than the small black feather ball, with its bright

scarlet top bobbing about among the hens and other chickens.

For days thereafter the little fellow was the wonder of the back yard, some of the hens resenting his presence, but Brigham Young took him under his care, and even Jezabel was forced to remain at a distance, where she sulked by herself and planned further cruelties.

One day Elsie was flying through the house, on her return from school, when she noticed an appetizing odor coming from the kitchen. There she found Bertha stooping in front of the range, examining the crust of a fine, large pie, which she had just drawn from the oven.

"My!" cried the little girl. "It smells good!" I can scarcely wait for dinner!"

"I kin!" said Bertha, shortly, voice and manner setting Elsie's heart to beating like a trip hammer. Without speaking, she hurried out to the yard, where she began to round up the chickens. One was missing. "It must be Jezabel!" she said aloud, and with a very sober face she sat down on the steps of the passage to think. Never, in all her child life, had she known of there being served on her mother's table a chicken important enough to have a name.

"She has been cruel," continued the little girl. "She killed Bobbie and Peggie; she *ought* to be punished, but oh, not in such a way! No, no!" and springing to her feet, she ran up to her mother's room, bursting in with:

"Mamma, mamma! Is Jezabel in—in the

Mrs. Warren looked up from her sewing with a red face.

"Yes, Elsie," she replied, putting her arm around the distressed child, "but you know, little daughter, how wicked she was. We could not have her around, and she was only a chicken anyhow!"

"Only a chicken! Why, Mamma! She loved *me*, if she *did* kill her babies, and hated everybody else, and now, oh, I could not, I could not"—and the tears, so long held back, ran down her face.

"I know, Elsie dear," said Mrs. Warren. You need not touch the pie. Bertha has boiled a ham, and we won't say anything to your father or Roger."

Mr. Warren was hungry when he sat down before his bountifully spread table that night, and, tucking his napkin under his chin, he attacked the inviting looking pie with vigor. Handing a generous portion to his wife, he

came near dropping the plate, so great was his astonishment when she said:

"I prefer ham, if you please, Howard."

"Why, I thought you were so fond of chicken pie, and Bertha has baked this one to a turn," he said.

"Yes, I know, but tonight I don't care for any."

"Well, well! Ham it is, then!" and cutting a slice, he passed it across, his face still showing wonder. "I know Elsie wants pie," he beamed, turning to his little daughter, only to be freshly surprised, as with lips quivering and eyes filled with tears, she faltered:

"No, thank you, papa. I'll take ham, too."

"Gee whiz!" exclaimed Roger. "What ails the pie? Out with it, sister!"

"It's—it's Jezabel!"

The words came with a sob and, pushing back her chair, she fled from the room.

"I see," said Mr. Warren, laying down knife and fork.

"Poor little girl!" he continued. "I confess my appetite for pie is gone!"

"Mine, too," said Roger, his eyes misty and lumps in his throat.

Mr. Warren touched with his foot the electric button in the floor, bringing a gloomy Bertha from the kitchen. "Everybody wants ham tonight, Bertha," he said, putting the dish in her hands, and smiling at the lightning change in the girl's face as she took it.

"I hear another call for ham!" laughed Roger, while his father prepared to serve him and Mrs. Warren slipped upstairs to comfort Elsie and persuade her to return to the table.

Out on the front gallery, an hour later, Elsie, in her mother's arms, watched the moon rise above the trees in the park across the way, turning into silver the waves of the gulf beyond.

"I am going to give our wash lady the pie, which has made us all so unhappy," announced Mrs. Warren.

"Oh!" cried Elsie sitting upright and clapping her hands. "I am so glad for Aunt Mollie and the kids!"

"It's the first time old Jezabel has ever been of any account," said Roger, dryly. "She is going to make a whole brood of pickanninies happy."

Elsie laughed, then sobered suddenly, as she said in awed tones:

"My! Wouldn't she be ripping mad if she knew?"



PRACTICE DEPARTMENT

EDITORIAL SUGGESTIONS FOR A KINDERGARTEN PROGRAM

INTRODUCTORY NOTES

E. LYELL EARLE

The problem of the kindergarten program is identical in principle with the course of studies in the grades of the elementary and higher schools.

The subject matter of the course of studies, as well as the subject matter of the kindergarten program, may be selected primarily for the value of the knowledge itself to be imparted by the teacher, or acquired by the pupil. If this standard of selection be followed, it does not matter what the teacher selects, because all knowledge is good in itself, and is a worthy end to strive after. With such a course of studies the program might be called the logical or scientific program, where the organized experiences of the race are presented for acquisition by the pupil.

Another standard might be followed with the child as the center of the subject matter, his interests, his individual growth, his pleasure and ultimately his all round development in all lines of knowledge. In such a program, subject matter would be chosen primarily for the individual's sake; the end of such teaching would be individual excellence just for the individual himself. Such a program might be called psychological or individualistic.

The third, and probably the rational standard would be based on the union of the

other two where the choice of subject matter would look indeed to individual development, interests and pleasures of the child, but would function immediately on his present place in the family and the state and the probable place he will hold later in the necessary activities as a member of home and society. In such a program the choice of subject matter will be placed on living material that will find its functions in the actual activities of the child, as well as serve as a basis for latter kindred activities in the school and in the home and in the state at large. Such a program might be called the social program.

The monthly outlines that will be presented will endeavor to emphasize this last point. It will strive to secure by the judicious union of the logical and race material with the psychological response of the individual both to result in fitting the child for his proper place in the present day and latter life.

The outlines will be meagre and primarily suggestive.

Comments are invited monthly from those who are using the program as to the results obtained, etc., and inasmuch as in its larger aspects it was tried out during the last year such comparisons will be valuable for the magazine and for kindergartners in general.

Coming to the month of September specifically a few cautions are necessary. In cities and places where the school year is not broken into two half year terms, as in New York and some of the larger cities, the little child comes to the kindergarten for the first time, and it is very important that the kindergartner make his first impressions

pleasurable and select material that will arouse and hold his interest and produce what Spencer calls in his essay on Intellectual Education, "The pleasurable process of organic growth" in the normal acquisition of knowledge.

The kindergartener who bases her entire program on this organic unity of the child's mental processes and growth is in danger of becoming somewhat formal unless she selects material that will fit into the social possibilities of the child and furnish a basis for fuller organic growth.

Make the first day, the first week and the first month of the child's school beginning a true living joy:

SEPTEMBER.

Subject-Matter—

Recall summer experiences.

Family Life—

How each member of the family shares in the home.

Occupations of the home—

Father's business.

Mother's daily duties.

How the children may help.

Dependence of household upon—

Grocer.

Milkman.

Farmer.

Nature Families—Grouping and habits.

Gifts—

First—

Familiar home exercises with the ball.

Fruit and vegetable plays to introduce color.

Plays introducing direction, words, etc.

Third—

The home and school and their activities.

The grocery and other street buildings.

Eighth—

Objects from home, school and street.

Tenth—

Colored seeds for mass work—trees in green leaf, etc.

Occupations—

Stringing—

Hailmann beads, straws and parquetry, nature materials.

Parquetry pasting—

Pictures of balls, cherries, balloons, etc.

Drawing—

Houses, furniture, animals, etc.

Paper Folding—

Picture books, cupboards, etc.

Paper Tearing—

Shreds and strips for nature scenes and domestic scenes.

Pegboards—

Fences, tables, etc.

Clay and sand—

Illustration of talks and stories.

Free expression of individual experience.

Songs—

This is the Dolly that I Love Best, (Holiday Songs) Poulsson.

Father, We Thank Thee for the Night, (Songs and Games for Little Ones) Jenks.

Good Morning, Bright Sunshine.

Green Leaves, What Are You Doing, (Nature Songs and Stories) Mills.

This is the Way That We Form Our Ring, (Song Stories for Kindergarten) Hill.

This is Mother Kind and Tender—sing to Children, (Gaynor, No. 1).

Finger Plays and Motion Songs—

This is the Mother Good and Dear, (Merry Songs and Games) Hubbard.

Here are Mother's Knives and Forks, (Gaynor, No. 1).

Greeting Song, "Now See Them Here," (Songs of the Mother-Play) Blow.

All for Baby, (Finger Plays) Poulsson.

Games—

Ball Games—

Tossing in basket.

Rolling with second-gift sphere.

Little ball, pass along.

In my hand a ball I hold, (Songs and Games for Little Ones) Jenks.

Free skipping followed by

I went to see my friend one day, (Holiday Songs) Poulsson.

Stories—

The Three Bears, (Boston Collection of Kindergarten Stories).

The Gingerbread Boy, (For the Children's Hour), Bailey and Lewis.

Billy Bob-tail, (A Kindergarten Story Book), Hoxie.

The Sleeping Apple, (In the Child's World), Poulsson.

*Address at Parents' Natural Educational Union, London.

Rhythms—

Walking—speed varying with object in view.
 Skipping.
 Running on errands.
 Swaying trees.

OCTOBER.

Subject-Matter—

The Passing of Summer—
 Marketing and transportation of orchard and field products.

Tree changes—
 Falling leaves.
 Leaf buds ready for winter.

Fading flowers—
 Dissemination of seeds.

Migration of birds.

Animal changes—
 Warmer coats.
 Storing of food.
 Squirrels and nuts.

Gifts—

First—
 Leaves, autumn flowers, birds.

Second—
 Wagons, grocery store, trains.

Third—
 Barns, houses, cellars, pantries.

Seventh—
 Barns, boxes, furniture.

Eighth and ninth—
 Wagons, trellis with grape vine, etc.

Tenth—
 Trees in mass with foliage turning.

Occupations—

Drawing and painting—
 Fruit, vegetables and flowers.

Pasting—
 Parquetry and other forms conventionalized as leaves, etc.

Tearing—
 Strips and shreds for trees with autumn coloring.
 Leaves, fruit, vegetables, animals.

Folding—
 Boxes, baskets, seed-pockets.

Sewing—
 Object forms as apples, leaves, carrots, etc.

Peg-boards—
 Pastures and orchards.

Sand—
 Grain fields, orchards, story illustration.

Clay—
 Nuts, barrels, baskets, fruits, vegetables.

Leaf impressions on plaques.

Songs—

Come, little leaves, (Nature Songs and Stories) Mills.
 Where do all the daisies go? (Songs and Games for Little Ones) Jenks.
 A hole in the log, (Smith, No. 2).
 Good-bye to Summer—sing to children, (Smith No. 1).

Finger Plays and Motion Songs—

Shut them, open, (Smith, No. 2).
 There's a nest for robin redbreast,
 There's a hive for busy bee,
 There's a hole for Jacky Rabbit,
 And a bed for me.

Games—

The Squirrel, (Songs and Games for Little Ones) Jenks.
 Drop the handkerchief, (Old and New Singing Games) Hofer.
 Fly, little birdies.
 I wish, dear little playmate, (Hill).
 Bowing or "Quiet" Game—A curtesy and hand-shake with music.

Stories—

The Kind Old Oak.
 The Thrifty Squirrel, (In the Child's World) Poulsson.
 Tommy's New Overcoat, (Kindergarten Magazine—Sept. 1907).
 The Good News, (Kindergarten Review, October, 1909).

Rhythms—

Falling leaves; raking leaves.
 Bending to gather nuts, etc., reaching to pick fruit.
 Squirrels frisking.

NOVEMBER.

Subject-Matter—

Our winter food and shelter—
 The farmer and what he does—
 Rain and sun, God-sent, as factors in plant
 The Baker.
 Shelter and care of farm animals.
 Our houses—
 Canning of fruit, storing of supplies.
 Winter fires and lights.
 The miner's part.

The First Snow.
 Thanksgiving.

Gifts—

First, second, third, fourth, seventh, eighth, tenth—
 Storehouses, cellars, houses, farmyard shelters.
 Vehicles for transportation.
 The bake shop.
 Mining activities and coal and wood yards.
 Colored seeds for massing trees, leaves brown and fallen.
 Thanksgiving feast at Grandfather's.

Occupations—

Drawing and painting—

DECEMBER.

Farm scenes, wall papers, paint prepared outline of buildings.

Pasting—

Parquetry design for bakery floor.
Tins of cookies, etc.
Decorative border designs with prepared units.

Tearing—

Strips and shreds—trees with fallen leaves.
Shreds—snowflakes.

Cutting—

Outlined units for decorative borders.
Strips for weaving mats, fences, gates, etc.

Folding—

Wagons, using cardboard wheels.
Box forms adding legs for tables or chairs.

Sewing—

Object form—red mitten.
Clay and sand—
Model articles for Thanksgiving table.
Illustrate "Over the river and through the wood."
Lay out a farm yard.

Songs—

Jacky Frost, (Eleanor Smith Primer).
Over the river and through the wood, (Merry Songs and Games) Hubbard.
Church Bells, (Hill).
Praise Him, Praise Him.
All ye little children,
God is Love, God is Love.
Can a little child like me—sing to children, (Song Echoes from Child Land) Jenks and Rust.

Finger Plays and Motion Songs—

Pat-a-cake, (Smith, No. 1).
Skim, skim, skim, (Finger Plays), Poulsson.

Games—

Little Travelers, (Holiday Songs) Poulsson.
Did you ever see a lassie, (Smith, No. 2).
'Tis thus the farmer sows, (Kindergarten Magazine, Nov., 1908).
Thanksgiving Song with illustrative movements.
The Miner, (Gaynor, No. 1).

Stories—

Jack Frost Comes, (Kindergarten Magazine, Oct., 1907).
The Carpenter Builds a Shelter for Some Animals, (Kindergarten Magazine, Dec., 1907).
The Winter Fires, (Kindergarten Magazine, Nov. 1907).
The Three Guesses, (Kindergarten Review, Nov. 1908).
The Turkey's Nest—
The Visit—
(More Mother Stories) Lindsay.

Rhythms—

Reaping and threshing grain.
Trotting horses.
Chopping wood and felling trees

Subject-Matter—**Winter Clothing—**

The sheep, the weaver, the dry goods merchant.
Buying material and making dresses.

Santa Claus—

The Toy Shop.
Christmas Presents.
Christmas Trees.
The Christ-Child Story.
The Winter Skies.

Gifts—

First, second, third, fourth, seventh, eighth.
Dry-goods stores, mills.
Toys and the toy-shop.
Sleighs.
Chimneys and fireplaces.

Occupations—

Drawing and painting—
Toys, Christmas tree.

Pasting—

Tree decorations, ornaments for room.
Designs for Christmas presents.

Tearing and cutting—

Sheep, reindeer, trees, toys.

Folding—

Candy boxes, sachets, etc., and windows with stars pasted.

Sewing and weaving—

Christmas presents, introducing natural use of needle in simple running stitch and overhanding.

Songs—

Merry little snowflakes, (Hill).
This tree was grown on Christmas day, (Abridged Academy Song Book), Levermore.
Away in a manger, (The Christ-Child in Act, Story and Song), Hofer.
Holy Night—sing to children.

Finger Plays and Motion Songs—

This is the meadow, (Finger Plays) Poulsson.
Santa Claus, (Finger Plays) Poulsson.
Snow-Balls, (Nature Songs for Children) Knowlton.

Games—

Dramatize "Santa Claus," (Finger Plays) Poulsson.
Here we go round the Christmas tree, (Adapted from "Mulberry Bush").
The Toy Man, (Holiday Songs) Poulsson.

Stories—

Piccola, (The Story Hour) Wiggin and Smith.
The Toy Shop, (More Mother Stories) Lindsay.
A Christmas Wonder Story, (Kindergarten Review, Dec., 1909).
Why the Chimes Rang.
Bible Story—St. Luke.

Rhythms—

Reindeer running.

Sewing machine, (Instrumental Sketches) Moutz.
A shopping expedition.
Imitation of toys as "Jack in a box."
Shepherd, "Little lambs so white and fair,") (Songs
and Games for Little Ones) Jenks.
Tiptoe March, "Like the Gently Falling Snow,"
(Golden Boat and Other Songs) Chant.

JANUARY AND FEBRUARY.

Subject-Matter—

Recollection of Christmas experiences.
The New Year—
Time—seasons.
The clock.
Winter fun—
Snow, ice, sleds, snow-man.
Winter birds—pigeon, chickadee, sparrow.
What they do for us.
What we may do for them.
The world's workers—
Woodman, carpenter, shoemaker, blacksmith.
Municipal helpers—all who make and keep our
town clean and orderly and safe.
The postman—
St. Valentine's Day.
The world's heroes—
Birthdays of Lincoln and Washington.
Soldiers.
Knights.

Gifts—

Second, third, fourth, fifth, seventh, eighth—
Clocks, pigeon-houses, houses, furniture.
Tools of workmen.
Public buildings and conveyances.
Forts and castles.

Occupations—

Drawing and painting—
Home occupations, the trades.
Winter sports.
Valentines.
Cutting and pasting—
Tools.
Badges.
Folding—
Picture frames, soldier caps, barns, letters, val-
entines.
Sewing—
Making dusters and holders.
Weaving—
Mats for floors of playhouse.
Sand—
Winter scenes.
Soldier camp.

Songs—

Rockaby, baby, the moon is a cradle, (Song Echoes
from Child Land) Jenks and Rust.
Saw, saw, saw.
The Blacksmith, (Hill).
There's a little wee man, (Gaynor, No. 1).
There are many flags in many lands.
The Bird's Valentine, (Manuscript from Miss
Mills).
The Woodman—sing to children, (Smith, No. 2).

Games—

Five little chickadees.
The Blacksmith.
The Pigeon House, (Songs and Games for Little
Ones) Jenks.

The Postman, (Kindergarten Magazine).
The Knights and the Good Child, (Songs of the
Mother Play) Blow.
The Carpenter's in the Shop, (Tune, "The Farmer
in the Dell").
Soldier Boy, (Old and New Singing Games) Hofer.

Stories—

Building the Home.
The Stone in the Road.
The Stone-Cutter.
The Elves and the Shoemaker.
How Cedric Became a Knight, (For the Children's
Hour), Bailey and Lewis.
The Little Gray Pony.
Sweet Voice and Fleet Wings.
The Search for a Good Child, (Mother Stories)
Lindsay.
Hans and His Dog.
The White Dove, (More Mother Stories) Lindsay.
The Star Express.
The Honest Woodman.
The Golden Touch, (In the Child's World) Poul-
son.

Rhythms—

Snow-balling.
Skating.
High stepping horses.
Growing tall in New Year.
Tiptoe march, "Brownies."
Waving flags.
Bugle calls.
Soldier drills and commands.

MARCH.

Subject-Matter—

The Call of Spring—
The sun's warmth.
Melting ice and snow.
Longer days.
Water—
Its forms and uses.
Home of duck, frog and fish.
Tree changes.
First birds, flowers and grass.
The wind.
House cleaning and redecoration.
Spring clothing.

Gifts—

First, third, fourth, fifth, seventh, eighth—
Houses, furniture, bridges, weather-vanes, boats,
balloons, cars, car-tracks, light-houses.

Occupations—

Drawing and painting—
Windmills, spring landscapes, spring flowers,
wind effects.
Cutting and folding—
Bags, kites, pinwheels, duck, frog and fish forms.
Tearing and pasting—
Pussy willows.
Cardboard construction—
Windmills, boats.
Sewing and weaving—
Articles for doll and lamp mats for doll's house.

Sand—

Picture the wind's work.

Songs—

Spring is Coming, (Eleanor Smith Primer).
The seeds and flowers, (Hill).
Mr. Frog.

Tiddley Winks and Tiddley Wee, (Small Songs for Small Singers) Niedlinger.
Oh, dear little children listen—sing to children, (Song Echoes from Child Land) Jenks and Rust.

Motion Song—

Washing and Ironing, (Hill).

Games—

Here we go in our golden boat, (The Golden Boat and Other Songs) Chant.
Feeding the chickens, (Nature Songs for Children) Knowlton.
Visiting Game, (Song Echoes from Child Land) Jenks and Rust.

Stories—

Dora and the Lighthouse, (Boston Collection).
The Sleeping Princess.
A Legend of Umbrellas.
The Wind and the Sun, (For the Children's Hour) Bailey and Lewis.
Stepping Stones, (More Mother Stories) Lindsay.
The Wind's Fun, (Kindergarten Review, March, 1909).

Rhythms—

Flying birds.
Weather-vane.
Wind-mill.
Rowing.
Tiptoe—stepping over brook on stones.
Flying kites.

APRIL.**Subject-Matter—**

Growth—new life—
Trees, flowers, grass.
Returning birds.
Chickens and birds.
Bees and butterflies,
Culminating in the Easter thought, for which the work of March has paved the way.

Gifts—

First, third, fourth, fifth, sixth, seventh, eighth—
Scenes and furnishing of home and kindergarten.
Chicken houses and coops.
Beehives.
What the birds see as they are returning, and where they make their nests.
Coloring and rolling Easter eggs.

Occupations—

Drawing and painting—
Flowers, Easter eggs, church windows.
Pasting—
Border designs with bird, rabbit and butterfly units.
Tearing and cutting—
Spring flowers, and units for pasting.
Peg-boards—
Chicken yard and meadows where flowers grow.
Folding—
Chicken coops, bee-hives, Easter baskets.

Clay and sand—

Bird's nests, Easter eggs, flower pots, a city park.

Songs—

The Chicken, (Small Songs for Small Singers) Niedlinger.
The Bluebird, (Songs and Games for Little Ones) Jenks.
God sends his bright spring sun—
The Flower Bed—sing to children, (Smith, No. 1).

Finger Plays—

Good Mother Hen.
The Bee-hive and Ant-hill, (Finger Plays) Poulsson.

Games—

Caterpillar and Butterfly, (Hill).
In a Hedge, (Smith, No. 1).

Stories—

The Morning Glory Seed.
The Lost Chicken.
The Earth Worm, (In the Child's World) Poulsson.
How the Robin Got his Red-Breast.
Legend of the Woodpecker.
The Little Red Hen, (For the Children's Hour) Bailey and Lewis.

Rhythms—

Flying and hopping birds.
Spading Flower Bed.
Butterflies.

MAY AND JUNE.

Spring life on the farm—
Garden and field activities.
Animals as helpers.
Animals' spring pleasure.
Arbor Day and May Day—
Trees and flowers with insect life.
Memorial Day.
Children's out-door life—
Playthings and games.
Home plans for vacation.
Anticipation of primary school life.

Gifts—

Fifth, sixth, eighth, tenth—
The farmer's home and work illustrated.
Soldier camps, and forts.
Parks and playgrounds.
A primary school room.
Review colors in sorting colored seeds.

Occupations—

Drawing and painting—
Green meadows, animals, flowers, trees, birds.
Farmers' work and tools.
Cutting—
Forms for a blackboard picture of a farm.
Children's playthings.
Clay—
Vases, dishes, etc.
Sand—
A farm, barn yard, orchard, seashore.

Songs—

See-saw, (Small Songs for Small Singers) Nield-linger.

In the heart of a seed.

How do you like to go up in a swing, (Song Echoes from Child Land) Jenks and Rust.

Finger Play—

The Little Plant, (Fing Plays) Poulsson.

Games—

Would you know how does the farmer, (Songs and Games for Little Ones) Jenks.

This is how we spade the ground.

Hansel and Gretel Dance.

The Christmas Wreath as a May Pole Song, (Old and New Singing Games) Hofer.

See-Saw, (Gaynor, No. 1).

Stories—

Do What You Can, (In the Child's World) Poulsson.

Patsy, the Calf.

Dumpy, the Pony.

The Little Pig, (More Mother Stories).

The Country Mouse and the Town Mouse.

The House in the Wood.

The Ant and the Grasshopper.

The Ant and the Dove.

The Dog and His Shadow, (For the Children's Hour) Bailey and Lewis.

Rhythms—

Plowing, raking, hoeing, sewing.

Floating clouds.

Lambs running.

Swaying trees.

Minuet step and swinging exercises on, (Pages 4 and 9, Large Rhythmic Movement) Rogers.

SONGS FOR CHILDREN***With Illustrations.**

By Walter Ford.

The time is happily past when it was necessary to plead the claims of singing to take its place as an essential part of the child's education. It has come into our system, and come to stay. The time, however, has not yet passed for serious reflection on what it is expected to do, now that it is there, and, when we have made up our minds about that, on the further question, whether the means we employ are likely to produce the results we desire. I doubt whether our legislators, who made singing a part of the elementary school curriculum, or the vast body of teachers engaged in its service, could give definite and satisfactory answers on either point.

To accept a theory, as we have confidently accepted the theory of the educational value of music, is the easiest thing in the world. It is not so easy to discover and to accept the nature of the responsibilities and difficulties which come with it. The greatness of a theory is no protection from the evils of unbalanced enthusiasm and misdirected energy. Music is not the enchanted land of the idealist, into which you have but to enter at any of its many gates and there find without any trouble all the joy and sustenance for which the highest instincts of your nature crave. On the contrary, it has its full share of malign and pernicious influences, which are none the less perilous because they are insidious and unsuspected. They lurk, too, perhaps, in their worst form, on the very threshold, at the very spot, where we so tranquilly thrust our children

in. It is some of these dangers that I want to confront this evening, and, if possible, to establish some plain signposts by the way, by which pitfalls may be avoided, and awkward places successfully crossed. May I warn you in advance not to expect from me anything in the nature of a reasoned or philosophical treatise; I have nothing which could be called a system, only a few ideas, which are the result, not of speculation, but of practical experience. If they appeal to you, I hope it will be because they commend themselves to your common sense. Really my only claim to address you is, that I have had some experience of young voices, that I have loved singing all my life, and finally, that I have not yet succeeded in forgetting that I was once a child myself.

You will probably agree with me that we teach our children to sing, not really because Plato and other Greek philosophers attached quite extraordinary value to the functions of music in education, but because singing is the most obvious and natural thing in the world for a child to do, as natural as its laughter and its love of playing games; partly, too, because it is a remarkably healthy exercise, and partly because it is likely to become later on a very real interest, and a most useful social accomplishment. Behind all this hover vague notions that a thing so natural, pleasurable, useful and interesting must have some educational, elevating, perhaps even moral influence as well; I certainly for one firmly believe that, given the right conditions, it has; for this reason, that the end of education, and of art in education, is self-expression, the external realization, that is, of the best that is in us, spiritually, intellectually, physically, and in the voice nature has provided not only the most obvious, but the most complete means of self-expression. It is a gift to all normal human creatures, and to most beasts. Nothing is so abnormal and so pitiful as to be mute. Now, the instinct for self-expression is nowhere manifested more strongly than in childhood, and what the normal healthy child desires chiefly to express is its satisfaction at being alive. You have only to listen outside the nursery door, or to watch children in the street or garden at play to be convinced of this. Children shouting and singing to themselves at play are obeying one of the strongest and most natural impulses which they possess. To repress or discourage it is to stop or spoil a vital thing, to stunt their growth. But greater harm still can be done by the wrong sort of encouragement, for it takes very little to transform a natural and healthy impulse into an artificial and even harmful indulgence; this is the case, as soon as self-consciousness enters in, and that is, in many English homes, when the clothes are changed, the hands washed, and their hair brushed for going downstairs in the evening. I know many children, who in the nursery sing with high, clear, fresh and beautiful voices, in a way that would establish a teacher's reputation, but who bring to the grown-up people in the drawing room useless and artificial instruments, out of which all real life and virtue has departed. The serpent has entered into the Garden of Eden, and his name is Self-consciousness. His poison acts in diverse ways: it may produce nervousness, which makes the voice feeble and uncertain, or boredom, which makes it laborious, dull and probably flat, or over-consciousness, which has the same effect as boredom, or vanity, the desire to show off, which leads to forcing, shouting, imitating the tricks of others and the like. We want neither the merely pretty voices of self-conscious goodness, nor the strained voices of self-conscious naughtiness.

The point which I wish you to take to heart is

that the evil of self-consciousness works for harm not merely on the child's nature but on the child's use of its voice, i. e., physically, as well as morally. It makes singing valueless. An instance will make this clear. I once had to inspect a class at a large board school. It was taken by a man with a particularly high reputation as a trainer of children's voices. His specialty was that awful thing, voice-production. The care he had taken was evident. It was written plainly on the anxious and strained faces of the children. Alas! it follows that their voices were anxious and strained too, hard, ugly and often out of tune. Fortunately in the middle of a part-song something went hopelessly wrong, so wrong that even the presence of the unbending master himself could not prevent a spontaneous burst of laughter. The tension was for a moment removed, and in that moment the only natural and agreeable sounds were heard, which the boys sang that afternoon.

Is there a more pathetic thing than to hear a class of children, which might be happily singing, mechanically producing their altered and stiffened voices? It is the case in ninety-nine board schools out of a hundred. When shall we recognize that the difficulties of those, who undertake to make children sing, lie not so much in the problems of voice-production as in the infinitely more complicated question of combining discipline with an atmosphere of natural and unaffected happiness? Self-consciousness must be kept out of it, and especially out of the teacher, for nothing is so cruelly infectious. This part of our subject is so important that I must dwell on it a moment longer. We all condemn self-consciousness, as a matter of course, as we condemn affectation, which is merely one form of it, but do we see clearly why? If art, of which singing is the most natural form, is reached through self-expression, its value must consist in the reality, the truth, the sincerity of that expression. Self-consciousness conceals the true self, for by a sort of paradox the true self is only revealed when the consciousness of self is absent. When a man forgets himself to a supreme degree the revelation is complete, and we speak of him as inspired, whether he be saint, poet, painter or musician. But the self-conscious man is afraid of betraying himself; our only chance of penetrating to his real self is to catch him off his guard, as that class of children was caught, when it broke down and laughed. At that moment it expressed itself. Before, it only put in the marks of expression, which is a very different thing.

This gives us plenty of food for reflection in supervising the singing of children, and in choosing songs for them to sing. Those of you, who, like myself, have been privileged to hear that great man, Mr. Tomlins, take a class of children will understand perfectly what I am trying to say, and the meaning of his phrase "to vitalize the child through song." His object, and it is triumphantly realized, is to draw out through song the best part of the child nature. Much of our modern teaching, if it does not deaden the child through song, at any rate most successfully leaves the best part of the child nature untouched.

Now, the difficulties of the problem may be minimized, if only we make a sensible start. Start with the fact that children want to sing, and want to play, that the playtime is the natural singing time, that the right place for both is the nursery or the garden. The right teacher is, if possible, the mother or the nurse. The right music is obvious, the old English traditional tunes to the nursery rhymes and games. I can think of no purpose which at the start

these do not quite perfectly serve. Among these I place in the foreground rhythm.. Musical rhythm originates with the rhythm of repeated action in bodily movements, and is best learned from games and dancing, where the play of the body and limbs is most free, natural and unself-conscious. In schools rhythm is rarely taught. We teach time instead, which is a mechanical and unrhymical thing, best left to the metronome. Have we not all suffered from dance music played in strict time, but without rhythm? Another advantage is that by associating playing and singing together, the one becomes as natural as the other. To forget yourself, when you sing, that hardest of all things to the artist, is easy for children when they are happily playing—and left alone. For quieter moments the simpler English folk-songs will be wanted—there are dozens of them—the best for the purpose are those which have a story, for after its games story-telling holds the highest place among the child's pleasures.

The question of how to sing may largely be left to itself for the very young. Children should be accustomed very early to hear singing, first, because the natural impulse is helped by example, and because it is in the earlier years that the imitative faculty is most active; secondly, because it is important that children should regard singing as an obvious thing for their elders to do as well as themselves. A nurse that can sing quantities of old songs deserves at least double wages. It is better to hear indifferent singing, so long as it comes from the heart, than no singing at all; for I am convinced that the difficulties of learning to sing later on are far more closely connected with the deadening of a natural instinct, almost universal in children, than with purely vocal disabilities. Good voices are common, it is the instinct how to use them naturally that is rare, and that I believe mostly to be lost in childhood, or spoiled at school.

I said that the imitative faculty was most alive in the earlier years. This is equally true of the memory. It seems an obvious thing to take full advantage of it: yet many earnest people seem to act on the principle that this must be wrong because it is so easy. Can there be any better foundation for musical taste, and for some other qualities, which we are only just beginning to suspect that music can give us, than a memory stored with quantities of really fine attractive and wholesome tunes? And the memory retains things learned by ear far more tenaciously than those which it has learned from print. Germany acts on this principle, and keeps sight-singing (and voice-production) out of the early part of school life. We should learn wisdom and do the same: for the main thing at starting is not to understand music, but to love it, and the one indispensable quality in a teacher is not his skill in making children read at sight and take their intervals correctly, but the love of music for its own sake, love born of a real and inward knowledge of its power and influence. If he has not this love, how can he give it to others? The ease with which cleverly taught children pass through the tests of examiners impress me very little, indeed, not at all, if the spirit of music is not there. The fault of systems, however good, is that they make it fatally easy for patient and intelligent but unmusical persons to turn out results, which score high marks at examinations and competitions, but which are musically and educationally, in the higher sense of the words music and education, valueless.

It is a terrible mistake to think that, if you attend to the letter, the spirit can be put in later on. The spirit is apt to be most effectually killed in the process. To pursue this part of the subject would

carry me too far. I will only add that excellent books exist, from which the necessary technical knowledge about singing can be learned, but that the way in which it is presented is rarely the way in which it should be presented to the young.

Two practical hints may be given here: Unwilling children should not be urged to sing. Be content to put the temptation in their way; if others are singing and enjoying themselves, they will soon join in. Children often sing best when during a pause the teacher begins, as if by accident, to play on the piano some tune they are fond of: without thinking they join in one by one, till all are singing. In these moments, when he has caught them off their guard, quite unsuspected qualities may appear.

It may now refresh your ears to hear some of the nursery rhyme tunes. You will not find that familiarity has bred contempt. Indeed, you will be surprised at their fresh and dainty beauty. And if you do not also love the delicious nonsense of the words, well, I should not trust you to choose your children's songs.

(Here a small choir sang a string of nursery rhymes.)

These songs have some obvious points to recommend them. They are musically good tunes, classics in fact, which have been tried and proved by the severest and only final test, the test of time. They are English, and should be regarded as part of the birthright of every English boy and girl. Children love them instinctively, as you would expect. (No support is here intended to the comfortable doctrine, that, because children should like what they sing, they should be allowed to sing whatever they like. Lastly there is the final recommendation that in teaching them grown-up people have nothing in the way of shame or contempt to conceal. You cannot properly teach that which you inwardly despise.)

I should like to have also had some children's games played and sung. Musically they are simpler still and entirely charming. Two small volumes, by Mrs. Gomme and Mr. Cecil Sharp, have just appeared in Novello's well-known school series. There are two good volumes of Nursery Rhymes, etc., by Messrs. Kidson and Moffat, published by Augener & Co. For those who want suitable folksongs, no better books could be recommended than "Folk-songs for Schools," by Messrs. Baring Gould and Sharp (Curwen & Co.), and the four small volumes in Novello's school series, collected and edited by Mr. Sharp.

Now, there is no greater mistake than to suppose that because children's songs must be extremely simple, they are therefore easy to compose. On the contrary, nothing is more difficult. The old traditional songs are not likely to be surpassed. Moreover, children are conservative little creatures, faithful to established favorites in games and songs, as well as dolls. They do not, like their elders, crave for perpetual novelty. Yet our dear well-meaning friends of the kindergarten have been inventing new games and songs for them by dozens and dozens. I will give you a few specimens in a moment, but I first want to say why they are doomed to failure from the start—they are made on the totally wrong assumption that nothing is educational, unless it also instructs. Positively the moral precept lesson must not be dragged into the hours of play. Did you not all resent this intrusion yourself? In those books by A. L. O. E., whose sermons on the Collects or other subjects were introduced into otherwise fairly entertaining tales, did you read those sermons, or skip them? Did you read the whole of Sandford and Merton, or The Swiss Family Robinson? But nothing can I recall from my own

childhood so barbarous and outraging as the games I find here in a kindergarten book, by which the child is taught the Solar System ("Dancing round the Sun, O what pleasant fun!") and other useful facts. The music to them brings no compensation, it would be bad enough if it was merely dull, but it is also vulgar. If educationally it led anywhere, it could only be in a straight line to the Music Hall. Unfortunate as the subjects are, and the music, the words surpass both, not in mere fatuousness, but in their effect on the children's minds. They are forever telling us how happy they are, that they are full of mirth and glee; in one song they actually sing, "Here we go with great delight, is it not a pretty sight?" We are reminded of the pathetic picture in Punch, in which a mother is represented during a day's holiday at Hampstead Heath saying to her tired child, "If you don't feel happy, I'll box your ears." I once asked a little girl why she kept jumping on and off the sofa. She replied, "It gives me such a pretty color." Was she or her elders responsible for this remark? Well, to tell a child how pretty it is, is only one degree worse than to tell it how happy it is. Nor do I think it makes for goodness to put into their little mouths words like these: "We love our master very much, we love our mistress too, etc." Let us be agreed, in leaving this dismal region of our subject, not to turn our children into prigs or hypocrites, nor to give them anything either to read or to sing, which as grown-up persons we cannot honestly appreciate ourselves.

Beyond the safe ground of traditional English song—and the addition by degrees (1) of the best of those popular English songs, of which there are many collections available, e. g., Mr. Hadow's Songs of the British Isles; Dr. Somervell's Songs of Four Nations; Mr. Sharp's School Song Book; The National Song Book (Boosey & Co.); (2) of traditional and popular songs from Scotland, Ireland and Wales (many of which are contained in the above-named collections), and (3) of similar songs from Germany, France, and other countries—I do not propose to make definite suggestions, my object being rather to guide your choice than to make it for you. For it must vary according to circumstances and the kind of children with whom you have to deal. But I hold very strong views as to the words which children ought to sing—or rather ought not to sing. It is hopeless to expect children to like singing if the words of their songs have no real interest for them. In this respect the words attached to many glorious Irish and Welsh melodies are singularly unfortunate. I cannot share the general feeling as to the felicity of Moore's verses for singing purposes; and I think it is a pity that his style has been imitated by others. Pretty drawing-room sentiments are especially to be shunned. We want feeling, but it must be simple, unaffected, real, not manufactured feeling. All the songs, of which the words are made by professional versifiers for "popular" composers to set to music, stand self-condemned. Let our young people sing poetry, not song-words, and poetry that is, like the music, direct and simple. The appeal should be to the imagination, and through the imagination to the feelings; the feelings can then be left to take care of themselves. Hence, for subject, a story, a picture, a situation, and at times an inspiration from one of the great masters, especially Handel, for Handel is the best corrective for a taste for washy harmony. The dangerous influence in music comes from harmony, which can minister attractively to sickly, morbid or vulgar tendencies. Modern melody, of which harmony is the basis, can do the same, whereas, folksong melodies, which know nothing of harmony, are always

fresh and good. It is important therefore in using them to choose editions which in this respect can be trusted to do good, not harm.

This brings us for a moment to sacred music, for some modern composers of hymns are among the worst offenders; generally speaking, it is their hymns, and not the finer old ones, that are mostly heard in Churches. There is no reason why a better example should not be set at home. The modern popular sacred song is rank poison. Gounod has the unenviable reputation of having created it. The right kind of sacred song is rarely to be found outside the oratorios, but all should know the beautiful settings of Blake's "Little Lamb," by Dr. Somervell and Dr. Walford Davies, also the Christmas Songs of Peter Cornelius, which are to me ideal sacred music; but it is music about children rather than for children, perhaps better for them to hear than to sing.

I have here a volume of songs for the Sunday School and for home singing, of which I should like to speak, if I had time, for the same horrible attitude prevails as in those kindergarten songs, to which you have already been introduced. Complacent, self-conscious goodness, and sweetness, and happiness, are no less odious in religion than in play. It is astounding that anyone should want children to sing words like these: "School is so happy, but sweet home is best." "We are here in Sunday School, happy children every one." "We come, we come, our teacher dear, We hear the Saviour's call."

The sentiments of grown-up people about children are never the wisest things to make children utter about themselves.

I must dwell on one more point, and with all possible earnestness. We talk about songs for children to sing, but what of the songs which we let children "hear?" Practical experience in educational work makes one thing at least plain, that it is the home influence that matters most, and, if this is on the wrong side, the struggle is well nigh hopeless. It does children no harm to hear what is quite beyond their intellectual or emotional reach; but music, which is radically bad, shallow, morbid, sickly, insincere, music deliberately manufactured to minister to the diseased tastes of a sentimental public on the one hand and of a frankly frivolous public on the other—this is what in thousands of otherwise clean and healthy households is thoughtlessly allowed to go up from the drawing-room to the nursery. On how many pianos have I not seen copies of the last up-to-date musical comedy (I do not of course refer to the delightful comedies of Gilbert and Sullivan), not only in our homes, but in our schools! And yet these productions represent the most debasing and pernicious influence of our time. To play them, or to sing them, is to breathe their atmosphere, to enjoy them is to inhale their poison. They should not be in any respectable house. We seem to have come to the odd conclusion, that, though some supervision of the literature that young people read is right and necessary, music is a happy realm, where nothing matters.

Now, consider, music is a more elemental force than speech; but because it speaks in a more vague and mysterious language we are apt to think of its influence as less. It is in reality greater. A moment's reflection on the part it has played, and plays, in primitive, savage or semi-civilized life, or in the more dramatic moments of civilized nations, (the Marseillaise, the Reformation and Huguenot Hymns, the "Wearing of the Green," jump to one's mind at once)—should convince you that I speak the truth. Perhaps, the reason is, that, at any rate in the present stage of our musical culture, music is able to ignore the understanding and attack us on

the defenseless side of our senses, our nerves, our emotions.

It must be then a matter of supreme importance, whether this potent influence, to which we submit ourselves and our children, is a sound, invigorating and healthy influence, or the reverse. Say what you will, it does matter in a very real and vital sense whether we prefer good music to bad. How to discern the one sort from the other is too big a question to enter into now, but this at least is sure, that no one is competent to pass judgment who is not thoroughly acquainted with, and genuinely fond of what is best and noblest. Though the young have often an extraordinary predilection for very inferior stuff, the only chance of keeping it out of their minds is to give something better the chance of coming in.

Finally, do not be disappointed if your children's tastes develop in directions that are not your own. Taste cannot be forced, it can only be guided. In music, moreover, as in literature, there is a necessary and useful place for the second-rate, so long as it is attractive, unpretentious and sincere. Particularly should we avoid the mistake of thinking that light music must be bad music. It may be a pity to care for nothing else, but it is worse to become a musical prig.

(Several examples of English folk-song were here sung by the choir.)

Note.—All books mentioned in this article can be ordered through the Magazine.

HUMOR AND EDUCATION.

Discussion by Kindergarten Club of Literature for Children.

Humor and nonsense as delightful aids to living as well as of ethical importance in forwarding the evolution of high and balanced character formed the subject of one of the most profitable and entertaining afternoons the Kindergarten Club has enjoyed this year in its programme on children's literature.

Miss Orcutt and Miss Vaughan were joint chairmen and divided the subject in admirable fashion, Miss Orcutt dealing with its theoretical side in an informal talk that was full of suggestive material and touched throughout with a subtle and pleasant humor that was its own best illustration of the ideas presented, and Miss Vaughan giving these ideas further force by telling in charming style, with whimsical appreciation of its fun and a fine sense of its literary quality, Kipling's "Armadillo," from the "Just-So Stories."

Miss Orcutt introduced the subject with the two quotations in the year book, one from Mr. Edward Howard Griggs to the effect that it is impossible to live a moral life without a sense of humor, and the other the familiar passage from "The Walrus and the Carpenter," which begins:

"The time has come, the walrus said,
To talk of many things."

The inclination to regard Mr. Griggs' expression as too strong, Miss Orcutt suggested could not hold against the consideration of the malice, unkindness, even wickedness of the world, that would never have been if the people who set out on these evil pursuits had had a sense of humor, and she recalled Mr. Gerald Stanley Lee's observation that the Puritans had "wasted the Salem witches, because they took seriously faults that should have been smiled at."

Some passages from Mr. Lee's essay on "Keeping One's Sense of Humor" were read. They emphasized the quotation from Mr. Griggs, making the point that "the true lover of the perfect is obliged to have a sense of humor."

The two quotations in the yearbook had been selected, Miss Orcutt said, for the contrast they offered; that from Mr. Griggs giving the adult point of view with regard to humor, and the nonsense verses from Lewis Carroll the point of view of the child's pleasure in humorous literature. That it is at the same time a pleasure shared by the adult, although with different appreciations, was indicated and attention was called to the fact that there are only these two people to whom humor and nonsense really appeal—the unspoiled child and the highly evolved adult.

Some selected passages from Dr. Crothers' essay on "The Mission of Humor" in "The Gentle Reader," were read by Miss Orcutt and gave a delightful introduction to the more informal part of her talk, which was based on the question, "How educate a child so that when he grows up his highest embodiment of fun shall not be found in the pages of the comic papers, in the tipsy man in a play, or the end man in a minstrel show? How shall we give him the humor that blesses life, that is the saving grace in hard situations, that makes a human being above all companionable and inspiring?"

Admitting that the little child has apparently no sense of humor and that the task of developing it in him is a hard one, Miss Orcutt analyzed the characteristics of humor, showing the joke to have even in its simplest form the element of surprise, of the incalculable, the unexpected. This surprise, the baby demands, shall be wholly of a pleasant nature, and the physical sensation through which it is presented to him must be an agreeable one, Miss Orcutt pointed out, or it ceases at once to be a joke. She showed something of this demand to prevail even among much more highly evolved personalities than that of a baby, the higher the plane of individual development, the greater being the tolerance of the personally disagreeable and painful in the joke or humorous situation.

The element of surprise which is persistent in the joke through all its stages of evolution to the highest plane of humor must depend at first, it was shown, on the physical sensation communicated to the individual or the physical manifestation presented to his eye or ear. This physical basis, Miss Orcutt pointed out, if long continued, is the foundation of all practical jokes, and by a very large portion of society is never outgrown. To eliminate it as a source of humor and to raise the child as quickly as possible to a higher plane of appreciation was shown to be an important aspect of education in the home and in the school, and attainable through the presentation of the proper humorous and nonsense literature. Such Mother Goose rhymes as "Hey Diddle Diddle" were mentioned as giving this desirable nonsense in its earliest form and as leading admirably to the later delights of Lewis Carroll and Edward Lear.

An interesting distinction was drawn between the child's interpretation of these nursery rhymes and the adult's, some that appear the purest nonsense to the child having profound suggestiveness for the grown person, such as that of the little old woman who doubted her own identity when her petticoats had been clipped; and some that appear witty to the adult, such as "I'll tell you a story, 'bout Jack o' Minory," having no humor in them for the child who feels himself cheated.

The phase through which all children pass of enjoying puns and which is found so trying by their parents and family was shown to be a dawning of wit, and it was suggested that it could best be met by supplying them with puns and jokes of the best class and by gradually leading them to the enjoyment of humor of a more subtle kind. Again the

use of good humorous literature was emphasized as of incalculable value in feeding these awakening impulses and tastes.

Miss Orcutt recalled Dr. Barnes' query, presented to adults as well as to children in many parts of England and America, as to what was the funniest things they had ever experienced or heard, and his conclusion, after classifying their replies, that whatever might be their age in actual years most Americans were just about twelve years old in point of humor.

In conclusion, Miss Orcutt referred to the books of humor and nonsense for children appearing in the bibliography prepared for the Kindergarten Club this year as having in them that abiding quality of real literature that would make them the best sort of preparation for the humor of Lamb, Cervantes, Montaigne, Holmes, Lowell, and Shakespeare.

The informal discussion that followed the telling of the story by Miss Vaughan was delightful and several favorite nonsense verses were recited by different members.

The meeting next month will be in charge of Mrs. Skeelee, whose subject will be Nature Stories.

THE CHILDREN OF THE MILLS.

By Ella Wheeler Wilcox.

Oh, the silence of the children in the sunny South today,

It is sadder than the cry of fettered slaves.
Lean and listen, and you will hear the roaring of the mill

And the sighing of the winds through open graves;
But the voices of the children—they are still—
Oh, the roaring of the mill, of the mill.

They no longer shout and gambol in the blossom-laden fields,

And their laughter does not echo down the street.
They have gone across the hills, they are working in the mills.

Oh, the tired little hands and aching feet,
And the dreary, weary life that stunts and kills—
Oh, the roaring of the mills, of the mills.

All the pleasures known to childhood are but tales of Fairyland

What to them are singing birds and running streams?

For the rumble of the rill seems an echo of the mill,
And they see but flying spindles in their dreams;
Life is one, in Summer's heat or Winter's chill—
Oh, the roaring of the mill, of the mill.

In this boasted land of freedom they are bonded baby slaves,

And the busy world goes by and does not heed.
They are driven to the mill just to glut and overfill
Bursting coffers of the Plutocrats of Greed.
When they perish we are told it is "God's will"—
Oh, the roaring of the mill, of the mill.

Still from valley, plain and hamlet lofty steeples proudly rise,

And the droning tones of preachers prate of crimes;

And the Gospel venders still sell the people of the mill

Lakes of fire and fields of glory for their dimes,
And they pray beside the graves the children fill—
Oh, the roaring of the mill, of the mill.

THE DISOBEDIENT YOUNG RABBIT.

Arranged as a recitation for five little boys and a larger girl.

First Little Boy—

There was a young rabbit
Who had a bad habit,
Sometimes he would do what his mother forbid.
And one frosty day
His mother did say,

Girl—(Shaking her forefinger impressively at him)

"My child, you must stay in the burrow close hid;
For I hear the dread sounds
Of hunters and hounds,
Who are searching around for rabbits like you.
Should they see but your head,
They would soon shoot you dead,
And the dogs would be off with you quicker than Boo!"

Second Little Boy—

But poor, foolish being!
When no one was seeing,
He stole from the burrow to take a short play.
He hopped over the ground
With many a bound,
Looking proudly around as if her would say,

Third Little Boy—(Very importantly)

"Do I fear a man?
Now catch me who can!"

Fourth Little Boy—

And away rabbit ran
To a fine apple tree,
Where, gnawing the bark,
He thought not to hark
The coming of hunters, so fearless was he.

Fifth Little Boy—

Now, as rabbits are good
When roasted or stewed,
A man came along hunting rabbits for dinner.
He saw little Bun,
He raised his big gun, (pointing)
Poof! there he lay, dead, the foolish young sinner!

MEMORY GEMS

I hold in my memory bits of poetry, learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty.

—Dr. Charles W. Elliott.

To err is human, to forgive divine.—

—Pope.

Truth crushed to earth shall rise again.
The eternal years of God are hers;
But Error, wounded, writhes in pain,
And dies among his worshippers.

"Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!"

For mother's love,
And father's too,
For sister kind
And brother true,
Father, we thank Thee.

She was good as she was fair.
None—none on earth above her!
As pure in thought as angels are,
To know her was to love her.

—Rogers.

He's armed without that's innocent within.—Pope.

An honest man's the noblest work of God.—Pope.

Truth is the highest thing that man may keep.—Chaucer.

That mercy I to others show,
That mercy shown to me.

—Pope.

Out from the heart of Nature rolled
The burdens of the Bible old.

—Emerson.

The childhood shows the man
As the morning shows the day.
—Milton.

Know then this truth (enough for
man to know),
"Virtue alone is happiness below."
—Pope.

For truth has such a face and such a
mien,
As to be lov'd needs only to be seen.
—Dryden.

For sleep and comfort through the
night
And for the morning's blessed light,
Father in heaven, we thank Thee.

Happy as a robin,
Gentle as a dove—
That's the sort of little child
Everyone will love.

The quality of mercy is not strain'd:
It droppeth as the gentle rain from
heaven.

—Shakespeare.

But evil is wrought by want of
thought
As well as want of heart.

—Hood.

Honor and shame from no condition
rise;
Act well your part, there all the hon-
or lies.

How quickly have the days flown by
Since Spring her first faint colors threw,
In pure relief against the blue
Of charming April's sky!

The stars shall fade away, the sun
himself
Grow dim with age, and nature sink
in years.

—Addison.

Breathes there a man with soul so
dead,
Who never to himself hath said,
This is my own, my native land!
—Scott.

Children join the joyful ring,
Young and old come forth and sing.
Stripling blithe, and maiden gay,
Hail the rural holiday.
Greet the reapers as they come—
Happy, happy, harvest-home!

Notes from the Training Schools

NEW YORK—Ethical Culture School—Fall term opens September 21st with Caroline T. Haven in charge as heretofore.

ATLANTA, GA.—The Atlanta Kindergarten Normal School opened September 12th., with Willetta A. Allen in charge.

BRIDGEPORT, CONN.—The Fannie A. Smith Froebel Kindergarten and Training School will open October 3rd with prospects for a very successful year.

BUFFALO—Buffalo Kindergarten Association—The fall term of this school opened September 6th, with Ella C. Elder in charge as heretofore, a sufficient assurance of success for the ensuing year.

BERKLY, CAL.—Berkly Kindergarten Training School—The new year will open with a valuable addition to the faculty in the person of Miss Jane L. Hoxie of Chicago.

CLEVELAND—Cleveland Kindergarten Training School.—Fall term opens September 12th in the new building at 2050 East 96th street. A successful year is anticipated.

PITTSBURG—Pittsburg and Allegheny Free Kindergarten Association.—The Fall term of this excellent school will open September 28th with every indication of a large attendance and a successful year.

PHILADELPHIA—The C. M. C. Hart Training School.—Fall term opens September 29th, Miss Caroline M. C. Hart, director. The Philadelphia Press of August 27th contained a very interesting article relative to this school.

Provide yourself with the Kindergarten-Primary Magazine to January, 1914, for only \$2.25. Send before October 31st.

EAST ORANGE, N. J.—The Adams School—Fall term opens September 29th. Among the faculty are the following: Miss Sarah Root Adams, Miss Mary Leland Adams, Mrs. Jarvis L. Carter, Charles Grenville Cole, Edward F. Bigelow, Miss Mari R. Hofer, Miss Edith Morley.

PHILADELPHIA—The Philadelphia Training School for Kindergartners.—Fall term of this excellent school will open at 1335 Pine street, October 5th. A series of meetings for mothers of kindergarten and primary children will also be conducted by Mrs. M. L. VanKirk, Principal.

INDIANAPOLIS—The Teacher's College remains in session throughout the year. The faculty for the coming year came on duty Sept 1st. There is a very large enrollment for the ensuing year. This school specializes in kindergarten and primary work but trains teachers for all grades of teaching.

NEW YORK—The Kindergarten Department of New York University Summer School, which was in charge of Miss Harrietta Melissa Mills, had a most successful and happy session. There was an excellent registration. Four courses in Kindergarten Education were given and additional courses will be offered for the summer of 1911. New York University offers ideal conditions under which to pursue summer studies.

CHICAGO—Chicago Kindergarten Institute.—Fall term opens September 28th. The following are among the faculty: Mrs. Mary Boomer Page, Miss Caroline C. Cronise, Miss Frances E. Newton, Mrs. Harriet Brown Seymour, Prof. James R. Angell, Mr. Ira B. Meyers, Miss Elsie A. Wygant, Prof. Frank A. Manny, Miss Mary Lincoln Morse, Miss J. Janet Hoffman, Miss Frances E. Marshall, Miss Mary Wood Hinman. Lecturers: Miss Nina C. Vandewalker, Miss Alice O'Grady, Miss Alice Temple, Miss Anne E. Allen, Miss Mary E. McDowell, Canon C. W. Douglas, Dr. H. F. Willard, Miss Jenny Helen Snow, Miss Lois Sedgwick Palmer and Mrs. Milton Lamoreaux.

GRAND RAPIDS—The Grand Rapids Kindergarten Training School closed a successful session of eight weeks August 26th. The number of students enrolled during the summer was fifty-eight. Eight states were represented, Texas, Mississippi, Iowa, Ohio, Illinois, Wisconsin, Minnesota and Michigan. A vacation of four weeks will now be taken before the fall opening, September 27th, 1910. Miss Addie E. Bettes, teacher of psychology during the summer, has returned to her position in the Montana State Normal School, at Dillon, Montana. Mrs. Estelle W. Gorrie, an instructor in the school, will spend the month of September in Boston, returning September 27th for the fall term. Miss Grace Eldridge Mix will also return for the fall term.

Among graduates of the school who have accepted new positions for 1910-11 are the following:

Miss Ludmilla Muth, of Sheboygan, Wis., teaches at Bessemer, Mich. Miss May Mailhot, of Manistee, Mich., teaches at Burr Oak, Mich. Miss Mabel Zook, of Jamestown, Pa., goes to supervise the kindergartens of Mansfield, Ohio. Miss Zook is a graduate of the third year Normal training course, and a teacher of extended experience. Miss Irene G. Cole, of Grand Rapids, has accepted a position at Bellaire, Mich. Miss Una Hopkins, at her home, Cedar Springs, Mich. Miss Louise Greenbauer, of Houghton, goes to Bisbee, Arizona. Miss Estelle Carlton, of Montague, Mich., to Sioux Falls, S. Dak. Miss Augusta Streeter, of Memphis, Mich., to Kalkaska, Mich. Miss Margaret Hopson, of Grand Rapids, Mich., to Holland, Mich. Miss Emily Dakin of Osceola, Mich., in her home town, also Miss Pearl Wollheim, of Manistee, Mich., and Miss Gertrude Brower, of Holland, Mich. Miss Carrie Hunter, of Sparta, Wis., goes to Ontonagon, Mich. Miss Gertrude Cobb, of Grand Rapids, Mich., will teach at the State Public School, Coldwater, Mich. Miss Queenie Robinson, of Portland, Mich., at Owosso, Mich.

Kindergarten-Primary Magazine to January, 1914, for \$2.25. ?

CONCORD, N. H.—A state Kindergarten Association for New Hampshire has been formed, Miss Helen Southgate of this city is President and Miss Katherine Runnels of Nashua vice-president. The other officers are Miss I. Chamberlain, secretary, and Marian Ryan, treasurer.

WORCESTER, MASS.—An educational meeting of much importance was held in this city early in July—the Child's Conference for Research and Welfare. Addresses by such leading educators as Dr. G. Stanley Hall, Mr. Joseph Lee, Ellsworth Brown and others were given. The following officers were elected:

President, Dr. G. Stanley Hall; secretary, Dr. Henry S. Curtis; treasurer, Dr. Louis N. Wilson; vice-presidents, Judge Ben B. Lindsey, Denver; Dr. Charles Wardell Stiles, New York; Miss Patty S. Hill, New York; Hastings Hart, New York; Mrs. Theodore Roosevelt, Oyster Bay; Prof. Irving Fisher, New Haven; Clifford Pinchot, Washington; Jacob Riis, New York; Mrs. Emmons Blaine, Chicago; Mrs. R. M. La Follette, Wisconsin; executive committee, Dr. Hall, Dr. Curtis, ex-officio; Mrs. Frederic Schoff, Philadelphia; Miss Hill, New York, and C. C. Carstens, Boston.

An exhibit to be given in November in New York City will give a vivid and comprehensive picture of child life in the City of New York. It will demonstrate the economy of concentrating efforts for human betterment upon the children of to-day and so lessening the social waste and financial burden of the charities and reformatories of tomorrow. Graphic presentation will be made of model houses, apartments, furnishings, clothing, dietaries, play, school life, streets, institutions, panoramas, moving pictures, pageants. There will also be daily conferences, addresses, concerts, folk dances, gymnastic exhibitions.

BOOKS RECEIVED.

WHAT TO DO AT RECESS, by George E. Johnson, is a little thirty-three page volume which the teachers of primary, intermediate and grammar school grades will find most suggestive and practical. Once they begin to put its suggestions into practice they will find the trials of discipline rendered almost nil. There are numerous illustrations with descriptions of many of the games and the simple apparatus. The value of the book would have been enhanced had there been given a list of books containing directions for such plays and games as the author does not describe. He makes the excellent suggestion, however, that the teacher strengthen the bond between herself and the mother by asking the parents of foreign extraction for descriptions of the games they played when young. One of the illustrations with the caption, "An evolution from the cellar door," depicts a ladder obliquely-placed and strongly braced and from which inclines a sliding trough which suggests a line of joyous children having the best of times with this adaptation of a country-child's play opportunity. Country and city teachers will alike find the little book a friend in time of need. Ginn & Co. Price 25 cents.

THE PSYCHOLOGY OF CHILDHOOD, by Frederick Tracy, associate professor of Philosophy in the University of Toronto, Canada, and Joseph Stimpel, teacher in the Royal Seminary at Bamberg, Germany. An unusually interesting study of all phases of the life of young children. The scope of the book and the selection of features to be enlarged upon are such as to make it appeal to teachers as of special value to them in their work. Published by D. C. Heath & Co., Boston.

THE EDUCATION OF THE CHILD, by Ellen Key, with introductory note by Edward Bok. Mr. Bok says of this book: "Nothing finer on the wise education of the child has ever been brought into print. To me it is a perfect classic; it points the way straight for every parent, and should have a place in every home in America where there is a child." Published by G. P. Putnam's Sons, New York. 16mo. Cloth. Price, 75 cents, net.

BARNES FIRST YEAR BOOK by Amy Kaln, illustrated by Mary Tucker Merrill, published by The A. S. Barnes Company, New York. Price 30 cents. This is a very large and substantially bound Silhouette First Reader, certain to prove interesting to first grade children. We advise primary teachers to examine this book with a view to having it used in their schools.

THE GIRL WANTED, by Nixon Waterman, author of "Boy Wanted," etc. A book of cheerful, practical talks to young women, telling them how they can mould their temperaments and shape their characters to sweetest and noblest influence. Tastefully printed and bound in a beautiful, decorated cloth cover. Price, postpaid, \$1.25. Published by Forbes & Co., 325 Dearborn Street, Chicago.

FIFTY FABLES FOR TEACHERS—By C. W. Bardeen, Syracuse, N. Y. This is a book that every teacher ought to read. It is made up of hints and suggestions relating to school experience told in a captivating way that brings out the real truth so vividly that it never fails to make an impression on the mind. Price, \$1.00.

HOMES OF THE WORLD BABIES IN SILHOUETTE, by Elizabeth Ellis Scantlebury, Published by A. Flanagan & Co., Chicago. Price 50 cents. An illustrated paper cutting story book, contains 59 stories with illustrations. The book can not well be otherwise than helpful to primary and kindergarten teachers.

PRACTICAL ETHICS FOR TEACHERS—A concise treatise relating to conduct of teachers. By Harold Barnes, Princeton, Indiana.

DIXIE KITTEN—"A true story about a real cat and it ends happily." A story that holds the attention of the most restless child in the school room. It teaches a wholesome lesson. Price \$1.00. Houghton Mifflin & Co.

Nature Study Correlated With Clay Modeling

Select a subject as a bird and let the children outline it in pencil upon a plaster Paris plat. Then with soft, well-prepared clay he covers this form, bringing out the perspective from the real object. That part of the object nearer should have a higher relief. After the relief has been carefully prepared, make a clay bat of the required dimensions, smoothing the top with the edge of the ruler and squaring the corners and sides. Then with the clay knife or clay tool remove the relief carefully to the bat. Press the edges of the relief to the bat so as to avoid undercuts. Take four laths or smooth sticks apply with a brush a preparation made of soft soap and glycerine. Place these sticks at the sides of the clay bat with soapy surface inward. Fasten the corners together with pieces of clay put on the outside. This forms a wall all around the bat. Then estimate the amount of water, and stir in plaster until it becomes of the consistency of griddle-cake batter. Pour this immediately over the bat because the plaster sets quickly. By easily joggling the table which holds the bat, the bubbles will rise to the surface, and by blowing upon them they will break. After the plaster has hardened, remove the sticks and clay bat. This leaves a hollow cast. Wash it thoroughly. By applying the soap and glycerine to this cast, and building another wall of sticks fastened with clay, and pouring over it another batter of thickened plaster Paris, you will have the desired relief. Just before it hardens put a loop string into the plaster near the top, to hang on the wall. When hardened, separate the cast from the relief by slightly prying at the edges with a chisel. The cast may be used many times. This relief can be tinted in water colors and after thoroughly dried can be coated with a mixture of a small amount of shellac and a large amount of alcohol. The relief may be painted or not as one fancies.

This relief can be carried out in other subject besides nature, viz.: history, geography and literature. The Eskimo Life, Indian Life, Puritan Life, Story of Ulysses, Egyptian Temples, Knights of King Arthur, Miles Standish, Evangeline, etc., can successfully be worked out. This relief can be copied from pictures. Many of the Perry pictures can be used as suggestions. The Wise Men from the East and the Star of Bethlehem are excellent studies for imaginative reproduction which can be used with more advanced pupils. Ibella R. Berry, in American Primary Teacher.

Our great offer! This magazine to January, 1914, for \$2.25.

The next meeting of the N. E. A. will be held at San Francisco in 1911.

Several papers read at the I. K. U. meeting in St. Louis will find a place in future issues of this magazine.

Miss Patty S. Hill delivered a very able address at Worcester, Mass., in July: subject—"Relation of the Kindergarten to Child Welfare Movements."

The election of Ella Flagg Young, the new superintendent of Chicago City Schools, to the Presidency of the N. E. A., was one of the pleasing surprises of that meeting.

Our great offer to send the magazine to Jan., 1914, for \$2.25. will expire October 31st. Send in your subscription to-day.

PLAY—Games for the kindergarten, playground, school room and college, by Emmett Dunn Angell, Director of Physical Education in the Oregon Agricultural College, and instructor in Games at Harvard Summer School of Physical Training.

Mr. Angell's book on games contains descriptions of and instructions for playing over a hundred games carefully graded, including details for coaching and playing girl's basket-ball. They may be utilized by the physical instructor, the playground instructor, the public school teacher, the kindergartner, and the parents; and children themselves may easily work them out and enjoy them. Fully illustrated. Cloth. 12 mo. \$1.50 net. Little, Brown & Co., Boston.



THE USE OF KINDERGARTEN MATERIAL IN PRIMARY AND ONE-ROOM RURAL SCHOOLS.

As the chief purpose of this magazine is to assist in bringing the blessings of kindergarten training to all the children of America, we shall publish from time to time under this heading articles of special interest to primary and one-room rural teachers.

While there are many excellent rural schools, yet, as a whole, it is the weakest link in America's educational chain. Many of the teachers are young, inexperienced girls, without normal training, who are taking the work as a temporary makeshift, and, as a rule, their evident purpose is to do the best possible thing under the circumstances, yet in the nature of things the younger children are apt to be greatly neglected;—attention being given chiefly to the older pupils, leaving the first graders to spend their time unemployed, sitting on hard benches—a change more sudden and complete for the child than an adult would experience if suddenly transported to an unknown world.

While the practice of using busy work material simply to keep the children occupied is not ideal, it is so much better than enforced idleness that it should be encouraged under certain conditions.

While it is true that many other things besides kindergarten material can be used to keep the pupils occupied, yet the fact remains that you cannot instruct a rural teacher in the use of this material with success. She has heard of kindergarten material, knows something about it and its uses, and its variety and cheapness will prove quite effective.

We believe many helpful hints will be found in this brief series of articles, written from suggestions by a large number of experienced rural teachers. Of course we do not expect that ideal results can be obtained under imperfect conditions and with inexperienced teachers, but great improvement is certain to result wherever kindergarten material is used in rural schools with anything like intelligence. The children need the help that this will afford them now. To wait for ideal conditions means to shut off every advantage that can be secured in this way and enforced idleness for an active child is sure to result in hatred of school life, and the discontinuance of it as soon as they are permitted to do so.

What Material to Select

All the gifts and occupations can undoubtedly be used with success. But all are not equally well adapted for primary or rural teachers. Usually the cost of material is an important consideration, and having this in view, we should recommend first the purchase of the tenth gift sticks and ninth gift slats, seventh gift tablets, weaving mats, sewing cards, folding and cutting papers, parquetry papers, interlacing strips, lentils, half-inch beads, straws for stringing, and clay and construction board for modeling.

General Suggestions

No program can be followed literally; you must adapt the use of the material to the capacity of your pupils. All children will not be equally interested in the same material. The great variety which kindergarten material affords adds greatly to its advantages for work with small children. If the classes are not interested possibly they do not understand the lesson you are trying to give them. It may be entirely outside the experiences of the children. An acquaintance with the parents, the home influences, the disposition and tendencies of the pupils will all assist you in securing the desired result.

The chief aim of every primary teacher should be to lay the foundation for noble and worthy lives. Ethical culture should be emphasized, not by "preaching," or setting forth abstract theories of right and wrong, but by the daily example, the fixed habit, the innermost thoughts of the teacher; by stories, songs, and memory gems; stories of great characters distinguished for their lives of sacrifice and unselfishness, by songs of patriotism and love and duty, by memory gems, learned almost daily, by cultivating a love of the beautiful, the sincere, the true.

Rightly used, kindergarten material will greatly assist in securing this result which should be the foundation of all education.

We outline below some methods that in a general way can be applied to most of the gift and occupation work.

First, before introducing the material, talk about it sufficiently to arouse the interest of the pupils, and write the name of the material upon the blackboard in print and script, or, better, have it written on slips of paper, placing one on each desk.

Note if any of the pupils can recognize the word and thus tell you the name of the material. After introducing the material ask them to name the word. Later let them attempt to copy the word on their slates or paper, and afterwards, if advisable, write a sentence on the board containing the name of the material, and let this form a language story for the children of the grade above to copy.

Illustration: Where a ball is introduced the sentence could be, "It is a red ball;" then let the first graders see how much of the sentence they can write on their slates or tablets.

Many leading educators hold that number lessons with small children is unprofitable, but number plays can be introduced that will interest as well as instruct the pupils. The following plan can be followed with much of the material:

Let the teacher make something on the blackboard to represent the material, as straight marks for sticks, dots for balls, squares for cubes, tablets, etc. Make one mark on the board and let the pupils place a stick or ball, etc., on their desk; let them give the number one; add another; now how many? Erase one; pupils take one from their desk. How many left? The teacher will readily understand how to follow this principle in teaching addition, subtraction, multiplication, division, and fractions, etc.

Let the teacher ask herself frequently: "Was this exercise of interest to the pupils?" "If not, why?" "What other material would prove more interesting?" In what other way could I use it to better advantage?" "Have I introduced the material too often, allowed its use too long?" etc.

Most of the gifts and occupations can be correlated with the central thought of the month; for instance, for December, Christmas and its association, will be the chief topic. The stories can be illustrated; the star, Christmas tree, San-

ta Claus', sleigh, chimney, innumerable objects associated with the holiday can be represented, with sticks, blocks, slats, lentils, seeds, perforations, with sewing cards, paper folding, cutting, cardboard and clay modeling, etc. This is true of every holiday or central thought of any month.

The story of the Christ Child should always be told reverently and with feeling, and if work of any kind is introduced in connection with the story it should be such as will increase the reverence of the pupils for the Great Master, who came to bring "Peace on Earth, Good Will to Men."

In free play permit the pupils to do as they please with the material—build or make what they like, etc. This will afford an excellent opportunity to learn something of their disposition, and what interests and attracts them. Of course do not allow aimless throwing of the material about, wasting or destroying same, nor one child to take material from another, etc.

Group work—that in which all the children have a share, as in building a doll house, the representation of a village, farm, etc., should be encouraged. It inculcates mutual helpfulness and community interests.

The forms of the kindergarten are known as forms of **symmetry or beauty**, forms of **knowledge**, mathematical or geometrical forms, and forms of **life**. The latter represent objects met with in daily life.

The kindergarten gifts consist of material which is not consumed in the using—can be used over and over again, while the occupation material is consumed in the using, hence parquetry pasting, referred to in the seventh gift, is really an occupation.

First Gift

The attractiveness of the material interests the pupils at once. Every child loves a ball and especially a bright colored ball. In the kindergarten this gift is used to teach form, color and motion.

Primary pupils, usually five years of age or above, are already familiar with the form, and hence you should emphasize **motion or direction and color**. One who has not made the test will be surprised to learn how very few adults can distinguish the six principal colors, red, orange, yellow, green, blue and violet, from even the second tint or shade of same, and you can profitably dwell at length upon the teaching of colors; while it is true that no material will correctly reflect color under all conditions of light, yet this gift renders it possible to fix permanently in the minds of your pupils such conceptions of the six principal colors as will for all practical purposes prove quite satisfactory.

Many games can be played with the first gift balls. Play going to the fruit store, the balls representing lemons, oranges, red apples, green apples, blue plums, purple grapes, etc. Let the pupils tell first the fruit they would like to have, and then select the ball representing same.

Placing the ball on the table, children close their eyes and the teacher removes one of the balls, children open their eyes and try to tell the missing color.

All kinds of number plays will prove unusually interesting with the balls, because of the attractiveness of the material.

A SUGGESTIVE LESSON

Take the red ball in your hand and say: "I have something in my hand; I will let the crayon tell you what it is." Write the word "ball" on the blackboard both in script and in print, perhaps some of the children may be able to name the word. Then hold up the ball so that all can see it. Now can you name the word on the blackboard? The busy teacher can give a ball to each of the little ones and allow them to play quietly in any way desired for a time.

Returning later from other classes you may ask the children, or, better, lead them by suggestion, to tell what the ball is made of, its shape, softness, elasticity. Are all the balls alike? Yes, in form. How are they different? Yes, in color. The outside is made of wool. Where does it come from? Tell story. The inside is of rubber. How is rubber obtained? Is it used for anything else except balls? Tell of India Rubber Tree. Selecting the red ball write the word "red" on the blackboard, before the word ball. The crayon has told you the color of the ball. Can you tell me its color? Yes, red. Ask them to try to write the word "ball" as it is on the blackboard; then the words "red ball."

Now I will hang the red ball by the blackboard and you may look at it as often as you choose. To-morrow you may bring me a bit of ribbon, paper, or anything you may find that is in color like the ball. Take a piece of white cardboard and make a color chart, using the colors brought by the children in order that each may see how nearly their selection matches the ball. Adopt this plan for all the different colors. To teach motion or direction allow them to swing the ball backwards and forwards, round and round, up and down, etc. and little rhymes can be repeated, like this:

Tick, tock,
Like the clock,
First right,
Then left,
Tick, tock,
Like the clock,

Swing so,
To and fro,
Right and left,
The little balls go,
Now back and forth,
In perfect time,
We swing the balls,
Straight in a line.



Up and down,
High and low,
The pretty balls,
So swiftly go.

Now round and round,
Round and round,
See the balls,
Go round and round,

Now back again,
In circle true,
The pretty balls,
So swiftly go.

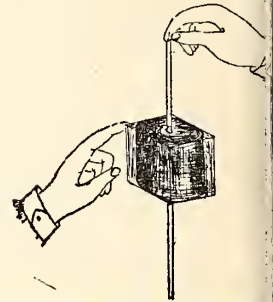
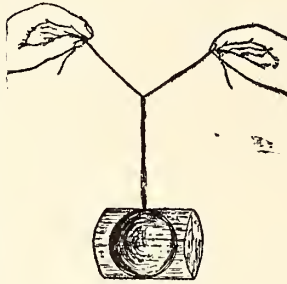
The Second Gift—Fundamental Forms

The forms represented in this Gift are indispensable in the school room. They symbolize the fundamental forms of the universe—the sphere, the sun, moon and the heavenly bodies, the cube, the mineral kingdom, and the cylinder as prevailing type of animal and vegetable life. Properly used this gift will convey to the pupil correct perceptions of difference in shape which distinguish these basic forms. Plain, not colored, material should be used. This is a FOF study. Parquetry, sewing, drawing, cardboard and clay modeling, peas and cork work should be correlated.

Comparison in form is the key note of this lesson, and the pupil's mind should not be confused with color, at first, but afterwards the colored beads

can be introduced and used for stringing, first, spheres, then the cubes, then the cylinders, then alternating with a sphere, a cube and a cylinder, two spheres, two cubes, etc.

The forms of this gift are provided with staples to which strings may be attached and the objects suspended there. Twist the strings together tightly, and upon being released the object will rapidly revolve, to the delight of the children, who will be doubly interested if permitted to hold the string. Holes will be found in the objects of this gift through which the rattan axles may be inserted and the form revolved. By placing one end of the axle on the table, p



Showing manner of twirling Second Gift objects with string also with axle.

ting the forefinger of the left hand on the other end and holding it, a rotary motion may be imparted by giving it impetus with the forefinger of the other hand. Thus the cube and the cylinder in motion assume various semi-transparent forms, including that of the sphere, to the great delight of the children, which will be augmented if permitted to hold the axles themselves, as the children are much more interested in anything they can touch or handle, and least best by DOING, a fact which should never be lost sight of by the teacher.

First present the sphere. Teach pupils to pronounce the name. How is it like, and how unlike, the soft rubber ball. Develop the words hard, smooth, face, surface. What other things can you remember that is shaped like this? Present cube, give name, ask how it is like and how unlike sphere; it can stand but not roll, count faces, develop front, back, top, bottom, right, left, edges, corners. Present cylinder, compare with both sphere and cube; round, but not like sphere; has face, edges, but not like cube; can roll but not slide; call attention to difference between round and flat surfaces.

Ask children to name other things like the cube; the cylinder; bring objects to school for a Second Gift party; then the children try to assort and classify them. Give such part of the lesson outlined above as time and circumstances may dictate. Supplement with clay and cardboard modeling, peas and stick work, drawing. Little stories something like the following are profitable if time will allow:

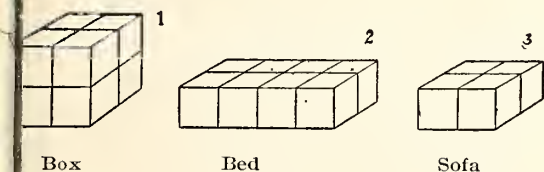
SAMPLE SECOND GIFT STORY

A little boy named Johnny Sphere was to have a birthday party and invited his friends, Frankie Cube and Tommy Cylinder, to spend the day with him. The three boys went to the snow-covered hill for a little frolic. Johnny Sphere reached the hill first and rolled clear to the bottom before he could stop. It was such fun that Frankie Cube thought it would roll down, too, but the poor fellow could only slide. He went back and tried again and again, until he had tried all the different sides, but he could only slide. Johnny Sphere was all this time rolling about with laughter, but when he tried to slide with Frankie Cube he could only roll. Tommy Cylinder now shows them what he can do, and to the surprise he can slide with Frankie cube and roll with Johnny Sphere.

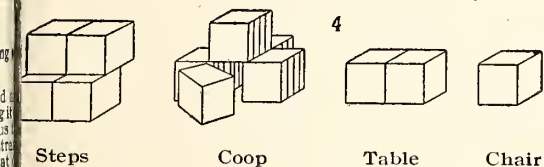
Third Gift

and "General Suggestions" on preceding page. This is the first building gift. It presents the idea of the dividing unit. Among the lessons of this gift will be that of dividing the pupils to remove the gift from the box, which is done by inverting the box, drawing out the cover and taking off the box, keeping the cube intact. The children will tell you it is a cube. Does it look like the one we had in our last play? No, it has lines or cracks from top to bottom, etc. Ask pupils to pick up the cube; it falls to pieces. Have them observe that the small cubes are like other in shape, the difference being in size only. You place the cubes nicely in a row. Can you count them? Divide into two rows of four each, or four rows of two, and let them count the cubes in each row; finally let them tell you how many little cubes make one large one. Addition and subtraction plays can be had; correlate by sewing a cube, modeling, paper or cardboard folding, etc. Give a pupil a few blocks for free play. Some may attempt to build a house, fence, sidewalk, etc. Place the name of the object on the board and say: "This word is the name of the object you have built. Can you pronounce it?" The blocks should be used in each design, and the aim should be to change one form into another, rather than tear it apart and construct anew. A little practice and thought on the part of the teacher will reveal how this can be done. All little stories, and let the children represent some of the objects named.

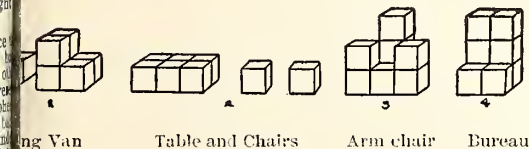
Illustrate: A story about the farm: Let them build a corn crib, a fence, the water trough, etc. In the story emphasize the helpfulness of the farmer, upon whom all depend for daily bread. At Christmas time let them build a place, a chimney, etc. We give a few forms of life; by other combinations will readily suggest themselves to the teacher and the pupils.



Box Bed Sofa



Steps Coop Table Chair



Tram Van Table and Chairs Arm chair Bureau

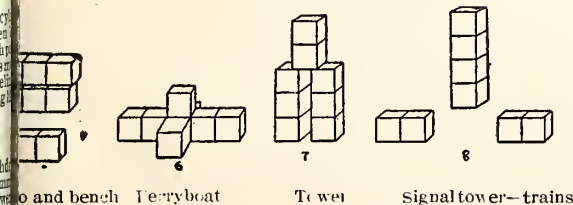
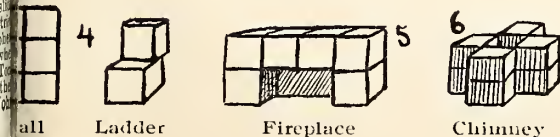


Table and bench Ferryboat Tower Signal tower—trains

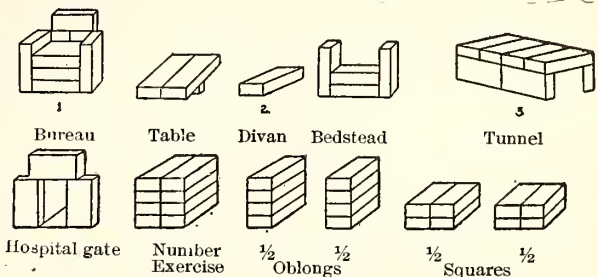


Wall Ladder Fireplace Chimney

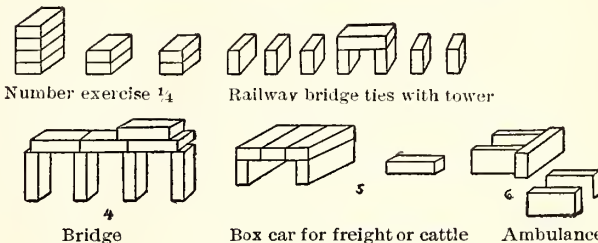
The Fourth Gift

Read the "General Suggestions" on a preceding page. After talking about the gift to be presented, invert a box, remove the cover and place the cube consisting of eight fourth gift blocks upon the table. Pupils will readily recognize the form as similar to the third gift; lead them by suggestion to find out the difference and to tell how the separate blocks are different from those of the preceding gift. Tell stories about wood, how obtained, something about the work of felling the trees, sawing them into logs, the saw mill, planing mill, etc.

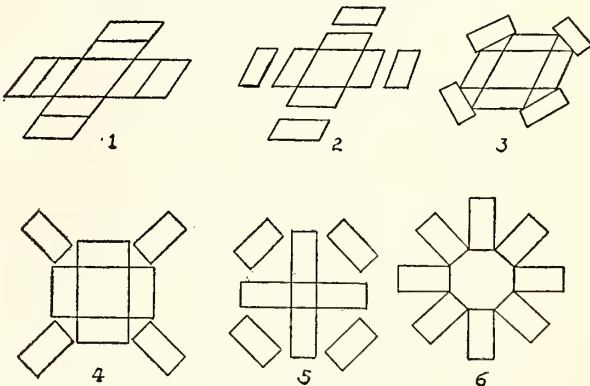
We illustrate a few forms of beauty and forms of life. Correlate with language, spelling and other lessons. Let them build the objects referred to in their lesson, or with which they are familiar, as sidewalk, fence, house, barn, chairs, table, range, teacher's desk, blackboard, reading chart, etc. Correlate the gift with drawing, sewing, folding, cutting, modeling, etc.



Bureau Table Divan Bedstead Tunnel Hospital gate Number Exercise 1/2 Oblongs 1/2 Squares 1/2



Number exercise 1/4 Railway bridge ties with tower Bridge Box car for freight or cattle Ambulance



Forms of Beauty

Fifth Gift, Fifth Gift B, and the Sixth Gift

They are but little used in primary schools; the expense for material is considerable. They are all building gifts and the forms of the blocks render it possible to produce a much greater variety of forms than is possible with the blocks of the preceding gift.

The Seventh Gift

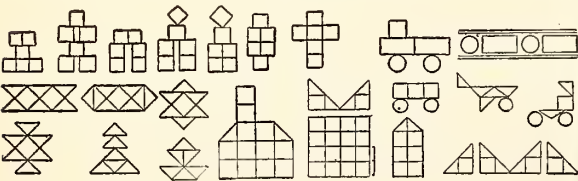
In this gift the pupil passes from the use of solids to planes. Heretofore he has built the objects themselves. Now he can only make pictures of them. Thus he advances a step from the concrete to the abstract, from the material toward the spiritual, which is the line of progress running through the kindergarten gifts. For primary school work this gift is very helpful and much used. One teacher prefers the cardboard to the wooden tablets as being less noisy, and another the wooden as being more durable. The former bases her exercises with this gift on the reading and number lessons. If the pupils read about apples an orchard is laid out with the tablets, planting the trees (tablets) equal distances apart.

The netted surface is necessary for seventh gift work. If kindergarten tables are not available use Shults' desk covers which are inexpensive and practical. Each cover is provided with designs for tablet, stick, ring and point laying, and third gift building which can be used as design plates. Pupils first work from assigned patterns drawn on the board or shown them on the design plates, but afterwards they can be encouraged to invent simple forms or represent objects which they see about the school room, or with which they are thoroughly familiar. These can then be made permanent by means of the colored paper and the pupils will be delighted if permitted to take their work home to their parents. An excellent color drill is afforded by this gift, and it furnishes an inexhaustible supply of "busy work." One teacher uses the parquetry paper circles in number work by having the pupils paste them in the form of pansy blossoms, three yellow and two violet, or of cherries on stems, arranging them in groups of two and two, two and three, two, one and two, and other number combinations, teaching the pupils to draw the stems and afterwards the entire flower or the combined fruit and stem.

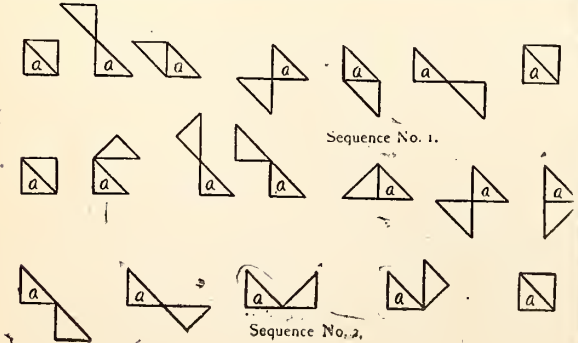
The exercises relative to number work outlined in the third gift can be used in this connection and greater variety is afforded. The arranging of the forms imparts to the pupil an idea of space and proportion and care in the work develops command of the movements of the hand.

We recommend purchasing the squares, the circles and right-angled triangles as sufficient for most primary work. In selecting the parquetry papers the brighter colors will be found most pleasing. Nos. 31, 44 and 74 are put up for general use in primary schools and a quantity of engine colored paper for first lessons in pasting is furnished free with same.

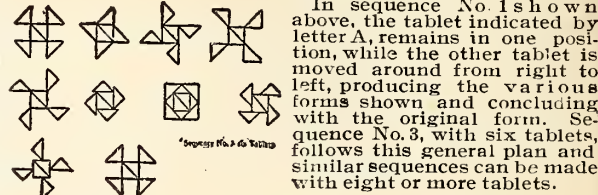
Present the square. Does this look like the cube we had in our last lesson? no; does it look a little like it? yes; how does it look like the cube? it is square like it; no, not exactly; it is square like the surface or one side of it. Cover the cube with a handkerchief except one surface. Do these look alike now? yes; then this square is like one surface of the cube. It is a surface and not a solid like the cube. Thus bring out the difference between an object and a representation or picture of it, always suiting the lesson to the capabilities of the pupils. For seat work we make the following suggestions, which may be used from time to time: Let pupils draw out, line of square, circle, etc., marking around the tablet representing the form desired. Then prick the outline and afterwards sew; have pupils arrange in piles tablets of each form; ask, how many piles are there? how many in each pile, etc. Have pupils arrange papers in rows according to primary colors; then develop number work, or teach colors produced by combination of other colors. Let pupils string one inch colored straws and papers alternately, using for instance yellow and red which combined produce orange, blue and yellow, which produce green, or red and blue which combined produce violet. We give below a few suggestive designs representing forms of life and forms of beauty. Other combinations will readily suggest themselves to the teacher.



We give a few sequences with the tablets of this gift. While this work is not quite so popular in the kindergarten



as heretofore, the children will be interested and delighted to notice the process of one form resolving itself into another.



The Eighth Gift

In the line of progress from the concrete toward the abstract the next step is from the plane to the line. This represents at the same time the embodied line and a portion of the surface, bridging over the abrupt change from the surface to the line. Placing the links in a rectangular form, the pupils readily understand how the line can include and represent the surface. We give a few designs which can be

multiplied indefinitely. The connected slats can be more easily handled by the little children than the disconnected slats which follow, and hence they are given first. There is nothing in the kindergarten that is better adapted for illustrating angles than the Eighth Gift material.

The following are a few forms of life that may be made with the connected slat.

- Form with two links, a tent or a mountain or a chicken house, a carpenter's square or the letter L, the letter V.
- Form with three links a bench, or reversed a flower pot; a table; a step, a pennant; a camp seat, the letter L, the letter N.
- Form with four links, a slate, a picture frame or a square, window, a long table, a hatchet, a little house, the letter A, the letter M, the letter W.
- Form with five links, a chair, a dipper, a telegraph wire or a clothes line, a dish, a flag.
- Form with six links, a signboard, a gate, a chair, the letter A.
- Form with eight links, a little house, the figure 4.
- Form with nine links, a flag, a cross, the figure 9, a bottle, a fan, a basket.
- Form with ten links, designs for borders, letters A and B, a five pointed star.

The Ninth Gift

The material of this gift is very popular in primary schools. The hardwood slats are nicely made, they are tough and weldy, and very many designs can be made with them. Col-



ored slats are far more pleasing and interesting to the children than the plain slats, and should be preferred. As the material can be used over and over again, the cost is not impor-



tant. Many of the forms represented by the preceding gift can be made with the slats. A soft wood slat 4 1/2 inches in length is also furnished at four cents for a package of about 400, if plain, and 8c. in assorted colors.

A Diversion.—Hold the slat with the left hand about two inches back from the front edge of the desk, and by striking the projecting end of the slat a peculiar buzzing sound will be heard. Pupils may be allowed to make this sound to some suitable measure of time, which will be greatly enjoyed by them.

[To be continued]

\$2.25 to January, 1914

Why not take advantage of our Special Offer to send the Kindergarten-Primary Magazine to above date? This offer expires October 31st.

The Kindergarten-Primary Magazine

VOL. XXIV—OCTOBER, 1910—NO. 2

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

SPECIAL OFFER—Only \$1.00 to Jan. 1912, or \$2.25 to Jan. 1914, to all who subscribe before October 31st, 1910

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

AN ANALYSIS OF THE PRINCIPAL SYSTEMS OF READING.

DR. E. LYELL EARLE

In teaching the child to read there are two aims to be considered:

First—to teach him to read, merely.

Second—to enable the child to get knowledge and pleasure through reading.

The first is the teacher's aim, and predominates in the primary grades.

The second is the children's aim and comes with a knowledge of reading, however elementary. This is the ultimate aim in teaching reading. However, both aims should be kept in view throughout the course.

In the process of teaching the child to read there are four fundamental considerations:

1. To make the child as rapidly as possible an independent reader.
2. To make the child a pleasing reader.
3. To give the child power to select the essentials and judge the worth of what he reads.
4. To give the child a liking for reading.

To secure the first, the child must be able to recognize new words as separable from old ones (eye training); to analyze a new word into its phonic elements and recombine for pronunciation (ear training); and to interpret

the new word from its context (judgment training.)

To secure the second (pleasing reading) there must be no difficulty in thought or pronunciation. Here dramatization plays an important part. The teacher must also furnish a model of good articulation, and a change of emphasis on words.

To secure the third (the power to select essentials from non-essentials) the child should be required to give oral reproductions of what he reads in his own words and also dramatization.

The following is a discussion of only the principal methods now in use containing a combination of the word, sentence, and phonic method. All these methods use primers—either a general one or a special one particularly adapted to the system by its author. In the cases where a general primer is used the following points should be observed in its selection:

1. Good bold illustrations, suggestive and accurate.
2. Context must be amusing and suited to the age of the child.
3. The language must be simple and direct with considerable repetition.
4. The words should be of two kinds—some taught as sight words: some valuable because of their phonic quality.

The objectionable primers are those which err in weight, quality and glaze of paper, size and shade of type, binding, spacing, and leading.

There are five important systems of teaching reading more or less widely used in the school of New York and vicinity. They are: The McCloskey, the Ward, the Aldine, the Natural, and the Summers.

The McCloskey system—

The McCloskey system is not essentially new but it embodies many of the best points in the older methods. It involves recognition of words by sight method and by sound method—the vital point of difference between it and other methods being in the intense interest which lies in the subject matter presented to the child. It consists of a series of graded stories of the accumulative type, such as "The House That Jack Built." The children are

familiar with the stories from their own kindergarten days and now meet them for the first time in large script or charts hung on the wall.

The first proceeding is for the teacher to create interest in the story by having a few nature lessons upon the characters found in the first story of the series which is called "The Kid." The story is then told by the teacher and when the children are familiar with it the first sentence is elicited from them and put on the board. Certain of the words (3 or 4) are singled out for recognition in the first lesson. These are put on individual cards in large black script and used daily as word drills, adding to them the new words as they occur in the lessons. After a few days the class is divided into two or three groups, the children who are capable of going faster in the work being in the first group and the slower ones in the other group. In about a month the first group takes up the McCloskey primer, making the transition from script to print without any trouble. When 50 or 60 words are known as wholes the phonic analysis begins, the words being written on the board as wholes and the syllables temporarily covered by the teacher. Writing is now commenced, the method being to place a word upon the board, erase it, and have the children try to write it from memory. The same is done with short familiar sentences taken from the primer, the children copying them with large black pencils upon unlined paper. Very soon the child is able to write a short composition upon the story telling in his own words what he has heard so many times.

The Ward system—

The Ward system is a combination of other good methods with a system of perfectly graded phonic drills which train the children to articulate and enunciate clearly, and furnish a complete key to the language so that the children are supposed to be able to read anything after a period of two years.

The system as begun in grade 1-A consists of three lines of work:

1. Sight reading from the blackboard.
2. Drill on phonograms.
3. Drill on blend.

The sight reading consists in instant recognition of 82 prescribed words which should be taught in as interesting a way as possible. For instance in teaching the word "apple" there should be first the object and then a picture of it before the written word is presented at all. The new words may be distinguished from

the old by writing them in colored chalk. This also helps to make them interesting.

The phonograms are simple sounds of single letters or groups of letters carefully graded by the author to extend over a period of about a year and a half, or the first three grades. Care should be observed in this exercise to give the sound of the letters or groups and not the name.

The blend exercise is combining sounds to form words such as f—a—t fat, n—e—a—t neat, etc. These are taught at first in the story form, the teacher not saying but merely sounding the words to be taught as they occur in the story. After the children are familiar with the phonograms made into words, they readily sound the new words themselves with little or no help. As the lessons advance the blackboard work gives place to reading from primers where diacritical marks are employed. The following are the general rules to be observed in connection with the Ward system:

1. Even after the children can read fairly well from the primers the drills on phonograms and blends must be kept up.
2. All new words must be taught phonetically and not from the context of the lesson.
3. After new words are recognized their meaning in the lesson must be made plain.
4. Children must be taught to observe the picture which accompanies the lesson.
5. All new lessons must be studied silently by the pupils sentence by sentence before being read.
6. The children should finally read entire lessons without questioning or interruption on the teacher's part.

The Aldine system—

In the Aldine system new words are taught in rhymes which occur in a simple story told or read by the teacher. The rhymes are memorized so that when they are written on the board the children can pick out the words as they come to them. Thus the child learns to associate the spoken with the written word. He also learns each word used in its relation to other words, as opposed to the method of learning a series of disconnected words with no relation to each other. When he has mastered the words in the rhyme he is prepared to read the other parts of the story which contain the same words in different order. When he comes to a word he does not remember he goes, of his own accord, back to the rhyme and

picks it out. Thus is the habit of self-dependence fostered in him.

Dramatization is a feature of this method also. When the teacher has told the story several times, the interest is heightened by letting the children dramatize it. This is a great help in getting expression in the reading. The word cards are also used, and when the children have learned a word by sight it is put on a card and mixed in with other cards to be used in rapid drill.

After the first rhyme has been learned the study of phonics begins. This is not accomplished by diacritical marking of the letters but by having the children learn the sounds of all the consonants and then taking a word already recognized from the rhyme and placing other consonant sounds before it to form other words so from the word "play" can be made say, day, bay, may, and many more. When the child comes to a word he does not know he gets it from his "type-word" if he has one from which he can derive it. If not, he is told what it is, and it then becomes a new type-word from which he can later derive other words.

The Natural Method—

The natural method follows much the same plan as the Aldine method, but instead of a rhyme incorporated in a story, the rhyme is itself the story and is first memorized by the children from many repetitions. There are twelve of these little familiar stories in rhyme arranged by the author of the system. During the first weeks the rhymes are placed in script on the blackboard, but later the same work is reviewed in print from the primer. The children are required to say the rhymes, pointing to each word as pronounced. When all the words in these rhymes have been learned the children have a small stock of "sight words." After this real reading begins in prose, and the first few containing the same words as the rhymes. When the children are familiar with prose reading, analytical word study is taken up. This is the dividing of familiar words between their initial consonant sound and the rest of the word, such as spl—ash; scr—eam. These parts are then joined to words and phonograms already formed, to make large numbers of new words. The next step is the introduction of a few diacritical markings to fix the attention of the child on the fact that the same letter may have different sounds in different collocations. In this way the letters of the alpha-

bet are learned and memorized in order by means of a song. At this point the method changes. From each new reading lesson several type-words are selected, from which other words of like vowel sound but different consonants are made. This is continued until the child has acquired all the vocabulary which is necessary in his reading.

The Summer Method—

The fundamental elements in this method are thought training, eye symbols, and ear symbols. The first is the important thing, and the other two are simply means to this end. The work of the first eight weeks is having the children perform such action words as run, jump, hop, etc. These action words are combined into short sentences such as, "Rover can run," etc. After this the primer is used, the time usually devoted to it being twelve weeks. Phonic lessons are now taken up derived from the words in the primer. The phonograms are formed from the consonant sounds—initial, final and medial, and last of all blended consonant sounds.

With the taking up of the first reader comes the drill in word sounds, the diphthongs and the equivalent vowel sounds, and when the second reader is reached the drill work is extended to initial and final syllables as phonograms. Uniting these sounds and their symbols constitutes the work of oral spelling.

In connection with every stage of this system there are short poems and prose selections suggested in the manual accompanying the system to be read to the children. The subjects of these readings correlate with the reading of the children and serve to heighten the interest. Dramatization of the stories in the reader is also an important factor of this system.

This is an outline of the five most important systems of teaching reading. All have points in common, and yet each has its distinguishing feature which sets it apart from the others.

A GAME FOR WORD DRILL.

After the class has learned several words, write them in large letters on cards. Hide these about the room. Choose a place as a goal. Write the word you wish the children to find upon the board and let the children hunt for it. When one finds it he runs to the goal and taps :one, two, three for ball" or whatever the word may have been. They keep this up until all the words have been found. Each child keeps account of the number of words he finds.—Cora A. Stevens in Oregon Teachers' Monthly.

THE PARADISE OF CHILDHOOD

EDITED BY DR. JENNY B. MERRILL.

Preface.

When I first heard the title of this book "The Paradise of Childhood" applied to the kindergarten, verily I thought, this is well deserved and aptly chosen, for the original edition fell into my hands shortly after my first visit to the kindergarten of Madam Kraus-Boelte in New York City.

The enlarged edition has held its own since 1896, proving a helpful guide to many teachers and mothers remote from training centers as well as an excellent text or reference book in training classes. The life of Froebel, written for the Quarter Century Edition, by Henry W. Blake, A. M., has proved invaluable and will remain intact in this edition.

The purpose of the present edition is to present some of the later results of kindergarten progress in comparison with the past. Certain changes have been introduced gradually under the beneficent criticism of psychologists and physicians, and in the influence of general progress in the whole sphere of education.

It should not be forgotten that the general progress is due in part to the study of Froebel's writings, especially "The Education of Man." This book has been and is now being studied by teachers in normal schools, colleges and universities. It is recognized as one of the great educational classics, touching as its title suggests education at all points. Kindergartners for many years neglected this book, confining themselves too closely to the details of kindergarten gifts and occupations, but with the general progress of educational thought they too are now studying Froebel's views on broader lines.

Differences of opinion have arisen, as they always do when people really think and study instead of blindly following a leader. That for a season kindergartners must recognize a conservative and a progressive element in their ranks is not surprising. These two elements always work together in every line of human thought for the good of each other and of the whole. They simply represent two tendencies of the human intellect.

"The kindergarten is so good," said a thoughtful mother to me, "that it is hard to spoil it very much." This response was given in reply to the particular kindergarten her children were attending. More recently, a professor of education in one of the great

universities remarked to a friend, "My little boy attends a very conservative kindergarten, the very kind I disapprove, but there is no other near my home and he needs the companionship of children of his own age. Notwithstanding our differences in opinion, I could not repay the kindergartner for the excellent results in the training of my little son."

Dr. John Dewey says in "The School and Curriculum:" "It is easier to see the conditions in their separateness, to insist upon one at the expense of the other, to make antagonists of them, than to discover a reality to which each belongs. The easy thing is to seize upon something in the nature of the child, or upon something in the developed consciousness of the adult, and insist upon that as the key to the whole problem. When this happens a really serious practical problem—that of interaction—is transformed into an unreal and hence insoluble theoretic problem."

In "Education of Man" Froebel speaks of the value of comparison. He says "Only the study of the life of others can furnish such points of comparison with the life one himself has experienced." It is, after all "the golden mean" which we are seeking. "Education is an art, the practice of which can become perfect only through many generations," said the great philosopher, Kant.

Both conservatives and progressives unite in recognizing the kindergarten as the social center needed by children after the first three or four years of life have been nurtured in the home.

The child begins at this age to show symptoms of needing more experience than the home alone can provide. Indeed this age has been denominated "the first runaway age." Many a little one, following the natural instinct to extend his or her environment, breaks and runs through garden gates, or "off the block" if a city child. The well-known lost child is the result.

If now we foresee this tendency of the child to enlarge his boundaries, and if we accept Froebel's first principles, have we not found a key to the age when the child may safely leave his home daily for a few hours? All Kindergartners, therefore, agree on this point, namely the need of extending the experiences of the young child and of introducing him into a child society approaching his own age. "The child needs the child," may be called their watchword. "Children educate each other un-

der the guidance of adults," says an eminent professor of pedagogy.

The strongest and final plea of the value and necessity of the kindergarten for the children of the rich, of the poor, of the neither rich-nor-poor, is this very one of the social need of children for each others' society. This is eminently true in a democratic country where children are to be trained to take the initiative and to work in groups with a leader, and gradually learn to be willing to lead or to follow for the good of the whole community.

No system of education other than the kindergarten so fully recognizes the sacredness of the individual while impressing at the same time that no one lives to himself, if he lives well. Many of the trying faults of little children in the home disappear, so mothers testify, as if by magic, in the social atmosphere created by a group of children in the kindergarten.

The various criticisms of the kindergarten and the varying views of kindergartners are all a sign of healthy growth. Some extreme critics have endeavored to lead parents and school boards now and again to question whether the kindergarten is an essential educational factor. A few writers are seeking to persuade parents to turn back to the doctrines of Rousseau and let the child run wild, for health's sake, during these early years. The decision of this important matter in any individual case, namely, whether the child will profit by attendance in a kindergarten, must, indeed, turn upon considerations of health.

The average, normal healthy child of four or five years at the latest, needs the society of the kindergarten for a year or two before entering the primary school. Parents have reported improvement in the health of nervous, delicate children after entering a small kindergarten, regular habits and exercise in the society of normal children having proved a benefit.

In Dr. Wm. H. Maxwell's Second Annual Report (1899) the attention of the Board of Education of New York City was directed to the importance of the kindergarten in these strong words: "The kindergarten has long since passed the experimental stage. It has demonstrated its usefulness. Argument is no longer needed to show the wisdom of its founder." Dr. Maxwell has since secured the establishment of nearly a thousand kindergartens in New York City.

The only criticisms of the kindergarten that need concern a parent seriously are those urged

by physicians. These must be carefully considered. They include sanitary conditions, over-nervous stimulation caused in part by large rooms and hence large numbers, and hand-work requiring the over-use of the muscles. Any intelligent parent may soon discover whether these unfortunate conditions exist in a particular locality. If they do exist, let parents use their influence in the community to remedy sanitary conditions for the sake of their own and their neighbor's children.

THE RIGHT PROPORTION AND IMPORTANCE OF PHYSICAL EXERCISES AND GAMES.

BY C. SPENCER HAYWARD.

Whenever we think of the importance of physical exercises we have two things very vividly presented to our minds—one is that ever present dread of all civilized races, the physical degeneracy of the people, the other is, what is now very apparent in England, the undue stress which is put upon prowess in games. It is to keep at bay the evil of degeneracy that we have our systems and methods. The mind is called upon for so many activities and so much knowledge that it is possible to conceive a future age in which too much time might be given to its cultivation, the body being left to care for itself. We see among us concrete examples of this state and they have been the butt of humorists. If we go back through the ages we find the reverse of this. Our palaeolithic ancestors, like the kindred of the wild, had perforce to cultivate bodily faculties; their existence depended on their doing so. Gradually mind began to hold sway and it was found that mind-power held more influence and was more profitable than mere body-power. He who held a bow could control a stronger and more active man who was unarmed. So the contention, as it were, between body and mind went on until it came to be recognized, at first dimly, then as now clearly, that, mind and body having intimate connection, the latter should continue to receive as perfect attention and training as possible, but only so far as it should always remain in subjection to the mind, as a servant to it, as an efficient help, never a master yet never a hindrance. The ideal state is fitly expressed by the saying "*mens sana in cor-*

pore sano," a hackneyed quotation which, as I shall point out later on, has lost some of its meaning. Hence the cultivation of the two must and should go hand in hand, and herein lies the importance of physical exercise and games, and herein, too, our English system is best, and we can be content with our system only so far as we can keep in check the tendency—initiated and fostered to so pitiable an extent in the press—of professionalism and games-worship. "Heaven defend me from the public school boy," says the business man, "he thinks only of cricket and football." Yet that public school boy has administered India and Uganda, and Africa for us a great deal by qualities of straight dealing, fairness, decision, much of which he learnt at games. I say our system is best, because I want for a moment to consider what we and other nations are doing with regard to the fear of physical degeneration.

On the continent all young men undergo military service, which has a wonderful effect on the physique of those who go through it. This has the advantage of being compulsory on all and of bringing up to a decent standard of physique even those who in earlier years have not from various causes shown much development. It has the further advantage of being knit with the national life and national duty, not merely with pleasure. In some cases it is not of sufficient length of time to establish firmly any approach to an ideal physique, though it is most effective in developing the body in the direction of sound health and general efficiency. Up to the time of his entering military service the boy's play instincts are neither fully recognized nor encouraged, though everywhere there is a growing tendency to emulate our own system of games and sports.

In America some system of physical culture is fairly general, and here and there it is compulsory; physical culture is, it may be, in its infancy, though it is receiving more and more attention. What it is capable of can be best seen by observing Japanese professors at work. The disadvantage of the system, however beneficial it may be through personal examination of students and prescription of definite exercises to fit special weaknesses, is that the system is one of dull routine. You cannot say there is any moral advantage; there is neither the moral advantage of military service and games, nor the exhilaration

of the latter. It is merely a solitary, uninteresting kind of drill and does *not* appeal to the young.

Here in England, to some extent in America, to a less but growing extent on the continent, the other mode of physical culture holds sway throughout and beyond boyhood. This method excels in joyousness, encourages many moral qualities, develops qualities of hand and eye, possibly better than any mechanical training, and has the additional advantage of its persistent element of competition, all of which may be regarded as sound education. But we have gone too far. Selfishness has taken the place of *esprit de corps*, competition is carried beyond due limits. Professionalism, in all our games, is causing the decay of what is best in our system. I say this advisedly: because now a man has to devote all his time and energy to the game before he can excel in it, and this devotion begins during boyhood to the lasting detriment of mental growth, and thousands prefer to look on instead of playing themselves. We merely watch, encourage and praise the physical development and prowess of the few, while the many may go hang; and it is the many whose physique requires attention, and ultra efficiency in a few will prevent our games from doing the good they do or might do. Many simply will not play because they are not good enough, and so watch others play, which is just a form of idleness, and to these very men who are weak and indolent some form of exercise is all the more necessary. Over-development of games will certainly lead to their destruction unless there comes the much desired reaction towards moderation and general efficiency. A certain sentimentality, apparent in much that we do, is closely knit with this worship of games, that sentimentality which cannot say no to a child, spares the rod, mitigates punishment, shirks correction.

Now, if we start with the idea that the body must be in the best condition so as to answer every call upon it and so as never to act as hindrance to the mind, we shall not go far wrong, and if we follow up the idea to its logical conclusion, well and good, but do we? We English are liable to talk without acting. Every exercise or game ought to have something in it which will improve the mind or body, and nothing that will hinder the growth of either. As soon as we see a

game run into a profession, the thousands who watch it gain not one atom.

Everyone agrees on the importance of physical exercise to the child from the time it has its first crawling suit, but I am afraid we do not all carry our belief into practice. There is a fault that we British are very liable to, talking without acting. We have our thousand and one leagues and unions. We meet and we discuss and discuss; and then we think we have done all that is required of us; we have heard our own unsubstantial, unformed ideas put perhaps into fluent language. I am afraid if we do not agree we cease to listen; and then comes the trouble of putting these ideas into acts and into practice, and it is so much trouble. It is often so much trouble to say "no" to the children.

For instance, I have lately met mothers who are as anxious as it is possible to be that their children should receive the best education; great care is taken in the selection of a governess; there is much talk and discussion about the latest educational ideas, fads or crazes, call them what you will; there is much thoughtful carrying out of the same; but often a blunder, what *I* can only call a fatal blunder is made; it may sound a bathos to you: for when the little boy begs his mother for a bicycle as his next birthday present, she consents, and further lets him use it instead of nature's means of progression. Consequently we see small boys crab-footed, unable to run or walk properly, motions which they have actually to learn when they go to school. Indeed, parents who are particular about development as a whole curiously neglect that of the limbs. Young children ought to be made to walk, encouraged to run and jump, and always on their toes with a swing. By the way, I wish that a short jingle might be impressed on every single child.

Breathe through your nose,

Run on your toes,

Walk with a swing,

Let your arms fling.

I honestly believe that many malformations, many maladies might be cleared away from our midst if these simple expedients were instilled early. At eight or ten it is often too late, or only not so by continuous assiduous attention.

I am old-fashioned enough to regret the hoop and skipping rope which when I was seven afforded me infinite delight and for

which I have seen no efficient modern substitute. Skipping is magnificent exercise and not so easy to do gracefully as most boys think. It undoubtedly makes for elegance; but like everything else which is to serve our advantage it must be done seriously and properly. I do not think our children would be the worse if hoop and skipping rope were substituted for roller skates and bicycle.

A child's temperament must be considered: there are children whose vitality is so great and whose animal spirits are so high that they would play and romp from morn till eve; they are ready to play before and after meals, during meals and during lessons; a check is often necessary to these. Others are of a quiet, rest-loving nature, and we have to stir them into sufficient exercise to keep them in health. As a rule the child is, I believe, a good judge of its own requirements and will play or rest as mother nature whispers guidance. But, I think, some form of active exercise should be always taken, for instance, a short sharp walk or trot before breakfast, even on cold mornings, gives the necessary fillip to the circulation, makes a good beginning to the day, and checks a tendency to chilblains from which so many children suffer. Nor do I believe that playing immediately after a meal is detrimental; we used to be told that animals, dogs and so forth, always rest after their meals; but it is obviously foolish to compare children with animals too closely, it leads to all kinds of absurdities. For instance, there is no more ravenous bolter of its food than your pet dog that retires to its basket to assimilate the nourishment; and bolting food is just one of the things we wish our children not to do. Rather would I believe that a lusty romp after dinner promotes and assists a healthy digestion; far rather would I believe one of the latest ideas of our hygienists—that rest before taking food is much more valuable than rest after.

To turn to the question of play—apart from mere physical exercise—for young children: its importance consists in other respects besides the gain to health.

From the earliest times, when education began first to be seriously thought of, the spontaneous play of children has been held to be of great value. Spontaneous play is common to all young animals, and by it they undoubtedly acquire some characteristics which tend to be useful in later life. What

we may call the play-instinct is not only prevalent but has long been recognized as having a decided influence on the development of the child. The Greeks considered it to have direct educational value, but it was left to the German educationalists to put some life into this belief.

To most of us child-play is only a natural overflow of high spirits, a convenient outlet for the vigorous activities of the young animal, a welcome change of occupation from inertia to energy, by which recreation is given to exhausted mental powers, and by which, moreover, much benefit to nutrition, and more rapid circulation of the blood are obtained.

But this is neither sufficient nor altogether true. Relaxation from *all* kinds of activity is essential for recreation. This is provided by sleep. The change from mental to bodily activity is *not* wholly recuperative, but I will not discuss that.

The desire for play has a further explanation and perhaps a truer one. It provides for the child, as for other young animals, an outlet for those instincts which are essential to its life and which help to protect it while young until growing intelligence has enabled it to adapt itself to environment. This more scientific explanation of play is due to the biologists whose theory is that the child tends to rehearse in play the history of the race. Whether this is true or not, there are many points which support the explanation. The impulses to build, to chase, to fight, to experiment, are hereditary, and those impulses in the child call for expression; they foreshadow the future character of the child; they precede the development of that character. Play-time is thus a preparation for adult existence; it affords opportunities to exercise imagination and reason; it trains in endurance of pain, of defeat, of disappointment, in the benefits of resource and quick use of intelligence. Thus we see that the young child must have a fair field in which to exercise his faculties for play, that his play is a preparation for the serious life to come, and the idea that spontaneous play really revives the activities of primitive man causes those who watch children to take a very much greater interest in their games, to view their play with more tolerance, and further leads to a revival of the great interest in games.

Writers on games and toys have remarked on their general resemblance and curious per-

sistence; they have survived where religions and dynasties have passed away. Knucklebones, hopscotch, and others have their origin lost in the mists of antiquity; other games are merely a survival of religious ceremony or magic rite. Hence the modern interest in traditional games, folk-songs and dances; all are heritages of the past.

If I may be allowed to enumerate a few activities, toys and games for children from their earliest days to the time when they show intelligence in their play and some interest in controlling their movements and surroundings, I will do so shortly. I mention the following for children up to nine years old in sequence.

Activities.—All free bodily movements, such as crawling, rolling, rocking, leading up to running, jumping, climbing, swinging, and on to throwing and catching, balancing, wrestling, swimming, skipping, dancing, exploring, imitating, experimenting, collecting.

Toys.—Blocks, balls, rag dolls or animals, leading up to more balls, more toy animals, driving apparatus, carts, wheelbarrows, tools.

Games.—Bo-peep, hide and seek, I spy, hopscotch, etc.

We see in all of these the mind has action as well as the body.

During the early years the activities are all more or less aimless; the play is simple and individual; the child is really busy in educating himself as he plays with some toy of his own fancy, it may be only a stone, or a piece of string. Before any attempt at organized play can be made, the child must gain some control over his muscles, must touch and pull and feel and punch for himself, and obtain by practice some knowledge of the hardness or softness of substances, of his own powers and his own limitations.

I pass to the consideration of the physical development of the child when he has left the nursery and has taken that first step into the world, which throws him among his fellows.

So far, mind and body have grown together without loss to either; the time of organized games has now come, and with all their enormous benefit, the balance is often upset; too much attention is given to the mere side issues of the play.

Why send boys to school—to get rid of them? We send them because they cannot get at home all that is necessary for growth.

At school they are able to get that best admixture of mind-culture and body-training which competition brings out.

Here the young boy as a general rule finds himself in a different atmosphere. He finds his time parcelled out for him; his games are no longer individual, they are organized, and he is compelled to take his share. Too frequently, alas, he is led to the altar of the games-fetish and joins the crowd of servile worshippers; the devotion may occur at once or it may be delayed. Part of his time is given up to physical drill, swedish drill, it may be to gymnastics; a great deal to cricket, a fair amount to football, but I trust he is left some small modicum of time to devote to his own bent in amusements, to taking his own initiative, showing his own originality and individuality in ordinary rough and tumble games.

My idea of the proportion of time to be allotted to physical exercise at this stage of a boy's life is as follows: there should be as often as possible a ten or fifteen minutes sharp walk or trot before breakfast, two or three more periods throughout the day of the same duration for running games, twenty minutes for physical drill with occasional gymnastics, only occasional, because so often boys do more harm to themselves with using gymnastic apparatus than good, and an hour or so to organized games. For the rest in his playtime the boy may be left to himself, to do as he feels inclined.

We thus get all the good possible out of play, we get enforced running, we learn endurance, and how to take occasional knocks, fairness, resource, quick obedience to command, etc. I don't think any boy is the worse for all this, and we have to consider many kinds. On the one side we have the boisterous, lively creature, who requires any amount of rough and tumble as an outlet for his animal turbulence, without which outlet his character suffers and he gets no steadiness or application in his work; on the other we have the quiet boy who only wants a book. The former plays horses after dinner, and runs the risk of becoming an athlete and no more; the other retires to his favorite corner to read, and incurs all the risks incidental to a sedentary life. Between the two we have all grades more or less normal. All are shoved into the machine of school with its fixed rules made for the normal, not for the exceptional boy.

I think everyone is ready to acknowledge, even though he may not know or have much idea of the workings of a school, that organized games are both necessary and splendid, and that we could not do without them. About one-half of the day is spent in sitting at a desk, working or pretending to work; of the rest of the day a due proportion, as I have said, should be set aside for recreation in which the brain has rest or change of activity, fresh air is imbibed, muscles brought into play, body invigorated. I need not enlarge upon, need only mention the fact that these games foster in the boy many sterling qualities; he learns something of *esprit de corps*, combination with his fellows, unselfishness, keen attention, quick obedience to command, rapidity in assimilating a new movement, elasticity, immediate co-operation of will with muscular movement, to take blows, to endure defeat. And there is in games this great outstanding advantage that failure to act at once and act aright usually brings its own swift and immediate punishment—disaster to individual or side—and I don't think we want a stronger reason than this for our desire to keep alive the game-spirit.

While recognizing all this, however, we should always remember that games are but means to an end, and not the whole business of life, and we should check any tendencies in a boy which lead him to regard games as of primary importance. We have to contend with the devotion to the games-fetish: I hope I shall not weary you if I say a few words about it.

The worship often begins at the outset of a boy's school life. At many schools "a blue" is given a mastership, who may or may not be a capable teacher, may or may not be a good companion and example to young boys: he is a blue, and that is enough, and at once he is the most admired, most imitated character in the place, and therein lies the responsibility. If he is one who has learnt the proper place of cricket and football in the scheme of life, well and good; but if not, and if he is prone to that chronic malady, I say it with respect—swelled-head—much harm is done, to put it mildly. Here you see parents, and believe me, mothers are often as keen or keener than fathers for their boys to excel in games, we see parents helping to foster the growth of one side of education in a wrong direction. I mean *imitation*. For a *great deal* of education is after all, in its

broader lines, either imitation on one side or growth of individuality on the other. And the advantage of having "a blue" rests principally not on his ability to teach the game—he may be feeble at that—but on his being a good exponent and so being imitated.

The fashion is set, and even in the cricket itself failings are apparent, individuality is sacrificed. At the time when I used to play a good deal of cricket it struck me that Eton batsmen were all framed on one model. That there was too much sameness, too little individuality in their play. It was dull and now we all prefer a Jessop who knows no laws to a stereotyped batsman, and a googly bowler to the ordinary trundler. And further those in the school who for some reason do not follow the fashion, or follow it weakly, may have a poor time and cause of complaint. Though we read that Thackeray and Cooper, even, I believe, Kingsley and Lord Kitchener, both essentially virile men, did not take kindly to athletics when at school, they won through.

Let me show you how parents are to blame in this respect. I met a parent some while back who gave his boy a shilling for every run he made in a match. Another—I only heard of—gave her boy two pounds for being brave at the dentist's. Neither would have thought of adding to a prize for diligence. During the summer holidays parents busy themselves to get up cricket matches for boys who during the previous three months have been playing cricket all day, and every day, and who might be expected to be heartily sick of the game and anxious for a change.

Two mothers will get up elevens to play against one another, nearly all the twenty-two mothers are present: many of them attend to jot down the singles and fours their own young hopeful scores, and after his particular innings are over their interest dies. There is little sport in the match. I don't think anyone much cares which side wins, but everyone cares a good deal about his own innings. All the faults of the game and scarcely one of its benefits are accentuated: mistakes in actual play are increased, slovenliness often apparent in the field, undue elation or smug self-esteem fostered in some youthful batsman. These matches are not cricket, they miss the whole point of the game; they are petty exhibitions in which individual merit may be bragged about; and the

boys who play in them are neither better in character nor in cricket for them. All tends to add to the worship of the fetish. You see it is not only the schools that are to blame.

How can we best combat this tendency?—this excessive worship of games, this adoration of cricketers, professional as well as amateur, even to the extent of obtaining their autographs, this incessant "shop"? We can do a little. We can refuse ever to give a reward for prowess in games; we can discourage "shop" by relegating games to their true place as recreation from the serious work of life; we can show up the duty and nobility of work by example: we can divert the conversation from the cricket and average columns of the papers to other larger interests. Are there no beauties in nature, art and literature, that we can talk and tell our boys about? If we do not try this our boys get to think that all serious, high-toned conversation is "rot."

But we can do more than this. We can encourage, and give scope and opportunities for other activities in holiday time. For instance, scouting, cross-country runs or walks with definite object, geological, architectural or natural—none of them so dry as to choke off a boy whose instincts and aspirations are worth anything,—bird's nesting, which I grant you is fraught with risk from gamekeepers and others, tree climbing, cliff climbing, liable to bring danger to limb, perhaps, and rents to clothes and mud to carpets, sailing, boating, etc., etc. Boys should tear their trousers and bring in mud.

Many of these pursuits are lost to our boys chiefly because they are discouraged and ruled out as dangerous or insubordinate, leading to mischief. But past generations of boys have followed them, have thriven on them. On such expeditions often neither father nor mother can accompany the boy; still let him ramble at will, only encourage his confidence, take a keen and vital interest in his walks and doings, so that you know all about his companions and the life he leads when away from you, and so you will be able to guide his pursuits and recreations into healthy channels; his confidence must never be lost. Too often when the boy comes in full of his doings, parents are busy; the boy begins to talk about this, that and the other. "Yes, dear, but run away now and wash." No confidence is encouraged—the boy shuts himself up in his own little world.

Most of the pursuits I have just enumerated are essentially pursuits for holiday time, when a boy's education goes on just as surely as his body continues to grow: they are such as cannot well be followed in term time; whereas cricket and football are essentially games for school, they rely for their point and existence on united effort, on *esprit de corps*.

A few more words and I shall have done with this part of my subject. I think, our English schools have been very much the slaves of two catch phrases: "Waterloo was won on the playing-fields of Eton," and "Mens sans in corpore sano." Both have rather lost their real meaning. From the first we have got some of the inordinate value we put upon games; whereas, he who made the remark meant that it was the endurance, pluck, and keenness, rather than mere prowess that affected his character. While we think highly of the skill that the padded, gloved, cricketer shows on a pitch like a billiard table scoring his fours without running, the Iron Duke looked back on a bumpy pitch where knocks were frequent, no pads worn, when endurance and pluck were, I think, more real. The second phrase has also lost something of its meaning, though the difference is harder to distinguish. *Mens* we have taken to mean simply intellectuality; and we divide up our training roughly into that provided by games to give the *corpus sanum* and work, to give the *mentem sanam*. We separate them by too wide a boundary. We forget that *mens* comes first, and that it means more than intelligence, it means directing force, decision, balance, that it can't be sound without the body is sound, and that training the body only so far as to let it be no trammel to the mind is the right training. Intelligence can show whether this or that course is right, decision takes one further and puts one into the course itself; and it is this *mens* that we wish cultivated. Does not every appetite, every instinct, at times need the curb? and is not this balance, this *mens* to do it for us? Have we not disturbed this balance by setting too great a value on games? Do we not honor a boy in the XI. rather than one in the Sixth? Do we not suffer our own boys to show this honor and so help to weigh down the one scale?

It is probable that this games-worship is the inheritance of what Matthew Arnold calls the Barbarians who had a passion for field-

sports and handed it on to upper class. Their care for the body and all manly exercises, their vigor and good looks and fine complexion they acquired and perpetuated by these means; their chivalry, high spirit, distinguished bearing and choice manners have developed into the politeness of our upper class. Their culture consisted chiefly in outward gifts and graces, accomplishments and prowess; their inward gifts were those of courage, high spirit, self-confidence, all attributes of the *corpus sanum*. It has been left to the middle class to cultivate the *mens sana*. Some of the words of Matthew Arnold are worth quoting. He says: "Bodily health and vigor have a real and essential value, but only as they are more intimately connected with a perfect spiritual condition. The moment we disjoin them from the idea of a perfect spiritual condition and pursue them as we do pursue them, for their own sake and as ends in themselves, our worship of them becomes a mere worship of machinery, as our worship of wealth or population, and as unintelligent and vulgarizing a worship as that is. Everyone with anything like an adequate idea of human perfection has distinctly marked this subordination to higher and spiritual ends of the cultivation of bodily vigor and activity. 'Bodily exercise profiteth little, but godliness is profitable unto all things.'" Epictetus says: "It is a sign of a nature not finely tempered, to give yourselves up to things which relate to the body; to make, for instance, a great fuss about eating, about drinking, about walking, riding. All these things ought to be done merely by the way: the formation of the spirit and character must be our real aim, our real concern." Such is the right interpretation of the "*mens sans in corpore sano*," and the immense spiritual significance of the Greeks is due to their having been inspired with this central and happy idea of the essential character of human perfection.

I am afraid I have spent some time dilating on this worship of games that is so rampant in the present age, but, I think, it is worth while. Before I end I should like to say something about the observation of child-play, and what might be called the psychological side. If we observe the character of children at play we shall find out a certain amount about their physical and *other* powers and weaknesses. You know it is a trite saying that mother's swans all turn out

geese. Mothers often say: "My boy never told a lie, never was mean or deceitful, he must have been among bad companions." Yet these very bad companions are other mother's swans. I am afraid there are mothers who do not recognize the evil that is inherent in human nature: a weakness or actual wrong in a child is thought a reflection on its parents, whereas, if we can believe there is anything in heredity it may be the tendency of some long-ago ancestor breaking out. When a boy is said never to have told a lie it may only mean that he has never had the opportunity or cause, but the tendency to deceit may make itself manifest in his ordinary play. This is perhaps stretching my point too far, but undoubtedly an observer could note some few things, some of which would tend to develop into faults. We can to some extent tell whether a child shows perseverance, or early discouragement if he meets with disappointment, whether he can husband his powers so to speak and only use just the right amount that some movement calls for: whether he is rough or gentle, cruel or kind, brave or timorous: whether his nature tends to frankness or deceit, passion or equanimity; and we can encourage or check accordingly. We can also bear in mind that self-originated spontaneous play must be somewhat unrestricted or have its opportunities, and that if we seek to restrain it unduly or coerce the play-instinct into such channels as we think desirable we shall be interfering hazardously with the development of individual capacity to the irreparable loss of possible physical and mental endowments.

There should be then freedom for play instinct during early childhood with some enforced physical exercises, such as running.

Some freedom for individual play combined with organized games at school, discouragement of game-worship by encouragement of all and every pursuit, engines, aeroplanes, carpentry, gardening, observation of birds and flowers and insects, rearing caterpillars, literature, so as to drive out the incessant talk on games which leads boys even in their play to make up paper matches between counties, to study published annuals as literature, to know more and think more of a great cricketer than a great leader. When he comes to man's estate the boy will then recognize the due importance and the right place of games in the scheme of life.

ECHOES FROM ST. LOUIS CONVENTION:

[We are pleased to give the following interestingly-written article a place in our columns, notwithstanding that most of the facts were published in our May issue.]

It was a large and enthusiastic gathering of kindergartners who attended the seventeenth annual convention of the International Kindergarten Union, held in St. Louis during the last week of April. Thirteen years ago the convention met in that city, and many of the teachers present then were in attendance this year; some whom one always expects and hopes to see were not able to be present, and there were many new faces which glowed with evident enjoyment of a first large convention.

The meetings were held in the beautiful new Soldan High School, on Union and Kensington avenues. The building is splendidly equipped in every way, both from an educational and artistic standpoint. The auditorium is of ample size, at the same time giving the speaker a comfortable sense of nearness to his audience.

Miss Mary C. McCulloch, supervisor of kindergartens in St. Louis, was general chairman of the local committee, and with her usual ability to "general" any campaign, looked after the details that are necessary to make affairs move smoothly.

The program was full of interest, beginning as usual with a conference of training teachers and supervisors. The subject was a continuation of the paper given at the conference at Buffalo a year ago, by Dr. John Angus McVannel of Teachers' College, N. Y., on "The Materials of the Kindergarten." Dr. McVannel's paper was deeply philosophical, and this year Miss Julia Wade Abbott, teacher at the college, gave a practical exposition of his views, with illustrations of children's work done with crayons. There was some discussion as to the ultimate value of this work as shown, both pro and con, and most of us felt the need of further elucidation of the subject, when the meeting was closed.

The evening meetings were well attended. On Tuesday evening there were three excellent papers by Mrs. Anna Garlin Spencer, Director of School of Ethics, New York; Miss Hortense Orcutt, Supervisor of Free Kindergarten Association, Savannah, and Mrs. Frank Manny, Kalamazoo Normal School, on the

general subject: "The Making of Our Little Citizens." In our large cities, and in many of the smaller cities and towns as well, there is much for the kindergarten and school to do in the great process of Americanization that must needs take place.

On Wednesday evening Mr. G. E. Johnson, supervisor of play-grounds in Pittsburgh, gave an interesting paper on "The Renaissance of Play," which was well received. The most important event of the evening, was Miss Susan E. Blow's paper on "The Service of Dr. Harris to the Kindergarten." As Miss Blow stood to read her paper, the whole audience rose with an enthusiastic and affectionate greeting to one who has herself done so much for the kindergarten, both in the early days of its establishment in the public schools of St. Louis, and since that time. Miss Blow's paper was a rich tribute to the great work of a great man.

Wednesday afternoon was devoted to the subject of discipline, and the three papers were full of valuable and practical suggestions. Prof. Edwin A. Starbuck, of Iowa University, gave an address on "Unconscious Influences," in which he developed the psychology of discipline. Miss Laura Fisher, of Boston, gave an able exposition of Froebel's teachings on the subject of discipline, and Miss Stella Wood gave a very bright paper full of illustrations, on "Common Sense and Discipline."

On Friday morning we were given a backward look at some phases of practical kindergarten work, which was very encouraging, showing as it did that the kindergarten has made strides forward. Miss Emilie Poulsson told the history of the kindergarten story, giving types of some of the pious and lugubrious stories that were thought best for children in earlier days. Miss Patty S. Hill reviewed the kindergarten songs, moving the audience to ripples of laughter, as she read some of the quaint and ludicrous songs that were in vogue long ago. Miss Mabel A. Wilson told of the work of Mrs. Clara Beeson Hubbard, whose ability to really play with children some present could well remember. Miss Jane Hoxie had prepared a paper on "The Development of Kindergarten Occupations," which was read by Miss Anne Allen, and Miss Lucy Wheelock, a paper on "The Permanent and Changing Element in the Kindergarten," which was read by Miss C.

D. Aborn. Many expressions of appreciation of this glimpse of past and present conditions in the kindergarten were heard after the meeting.

The business meetings were full of interest, and it is a pity that delegates are not instructed by their branches that it is not only a duty but a pleasure to attend these sessions. Several amendments to the constitution were voted upon and adopted. One visiting teacher (not a kindergartner) remarked that "the International Kindergarten Union is certainly a dignified body, and knows how to conduct business affairs." The younger delegates can learn how to share in this merited praise by attending the business meetings.

The Play Festival, held Thursday afternoon in the beautiful Liederkrantz hall, was a unique feature of this convention, and a charming occasion. Over 600 kindergartners, dressed in white, marched around the hall, led by Miss Blow and Miss McCulloch, Miss Blow going to a seat of honor on the platform while the others marched on, singing, "We are Soldiers of the Froebel Guard." It was a most impressive picture, as one watched those who might be called the generals and captains of Froebel Guard, side by side with the great band of young volunteers, all hearts thrilling together. Seated on the floor in three large, concentric circles, the kindergartners sang finger plays, led by Miss McCulloch; then "The Watch on the Rhine" was sung by a beautiful soprano voice, with cornet accompaniment. Groups of games were played by kindergartners from Boston, New York, Chicago and St. Louis, then all joined in general games.

The social events in connection with the convention were enjoyable, and one felt the genuine spirit of hospitality and cordial greeting everywhere. Mrs. John Shapleigh, president of the Under-Age Free Kindergarten Association, entertained the officers and the Committee of Nineteen at her lovely home on Berlin avenue. An informal reception was given by the Teachers' Fellowship Society, and the Wednesday Club generously extended the hospitality of their club rooms during the meetings of the Union. The luncheon served at the Soldan High School, and the Mothers' Luncheon at the Christian Church, were occasions of good fellowship and cheer.

The exhibit of work was planned to show

the historic development of handiwork. It was arranged as far as possible in decades, thus showing the progress made, from the standpoint of color, material, methods, etc. It was a small but interesting exhibit.

REPORT OF THE PARENTS' COMMITTEE OF THE INTERNATIONAL KINDERGARTEN UNION.

The Parents' Committee of the International Kindergarten Union has started an investigation of the various instrumentalities that have for their aim the welfare of children, with the purpose of presenting to the Union the results of such investigations and putting the Union into closer touch with these instrumentalities. Each member of the Union is especially interested in some vital point.

Miss Wheelock urges a closer co-operative movement with the National Congress of Mothers.

Mrs. Putnam believes that a most important topic for consideration by members of the International Kindergarten Union is how they may lend a hand to the work of Mothers' Clubs and Parents' Associations, and a fuller co-operation and organization with these.

Mrs. Warner, as parent and child student, finds the most vital agency recently enlisted in the interest of children is the Child Conference for Research and Welfare at Clark University, Worcester.

Miss Waterman favors especially an investigation of cases where compulsory kindergarten attendance might be necessary, knowing of cases which should be considered under this head.

Miss Barbour also indicates that in her opinion making kindergarten compulsory in certain sections is, at least, worth proposing for the sake of guiding and stimulating public opinion.

Miss O'Grady speaks enthusiastically of the Calhoun Settlement, a village of colored people in the south, where all persons who take up land are asked to sign an agreement to stand for every agency or business or whatever might propose to enter the village that was wholesome for children, and to stand against everything that would be detrimental to them.

Miss Noble notes that in San Antonio one branch of the Mothers' Congress is called

the Mothers' and Teachers' Congress, and is accomplishing what its name would suggest, a closer union between the home and the school.

The Committee is also interested in the work of the National League for the Protection of the Family, the Maternal Mutual Aid Association of Paris, the International Congress of Home Education, to be held in Brussels in August. But especially do we give our support to the effort to establish in the Department of the Interior a bureau to be known as the Children's Bureau; a bureau to collect and disseminate information affecting the welfare of children, similar to bureaus already established by the Federal Government.

On every hand we see the signs of a great awakening along the lines of conservation of the health, strength of mothers as great national assets. With all such movements the kindergarten goes hand in hand. For all such movements the Parents' Committee bespeaks your interest and co-operation.

Respectfully submitted,

FANNIEBELLE CURTIS,

PER M. J.

Chairman of the Parents' Committee of the International Kindergarten Union.

MAKING A STUDY OF MID-WEST CHILDREN'S GAMES.

Unique Avocation of a Young Cincinnati College Graduate.

BY FELIX J. KOCH, CINCINNATI, OHIO.

In these days of investigations of one sort and another,—in order to get into a field that is *new* is a difficult task indeed, but Miss Jean Heck, a graduate of the University of Cincinnati, has found her *forte* in a series of studies of child-games of the Middle West, and is making both pleasure and profit from the work.

In order to get at her subject systematically, Miss Heck selected the children of the third, fourth and fifth grades of the public schools. She then visited these rooms in not less than twenty-five schools, and questioned the children as to their games. Her object was to consider the make-up of the children preferring certain games, and also to note just how and when they dropped these games as they grow older.

In each room, therefore, after she had met

the children, she told them about games she had known and the songs which were sung as these games were played. Then she asked for "Hands-up!" as to the numbers who knew the given game.

Such games as "*London Bridge is Falling Down*" and "*Blue-Bird*" almost everybody knew. But did they know them as she knew them?

She couldn't be certain until she had seen the play, so she had the children play the games for her.

Then she asked * * * if they were playing outside now, and had tired of this, what game would next follow? By the law of association, certain things always came next, and thus she hit on new pastimes.

"In an attic trunk," Miss Heck says, "I have some 2,864 papers, some of them childish scrawls, but in every case showing familiarity with the topic and good judgment in answering my queries. From these I have made my condensations as to the games most popular in the Middle West of the United States, together with the children's own comments upon them. Some of them recall one's own childhood and the songs we used to sing.

"First and foremost, *London Bridge*.

"London Bridge is falling down, falling down,
falling down;
London Bridge is falling down,—so merrily!"

"Then '*Jennie Jones*'—who hasn't played it?

"I've come to see Miss Jennie (and) Jones;
Miss Jennie (and) Jones; Miss Jennie and
Jones;

I've come to see Miss Jennie and Jones,
And how is she today?"

To which the others answer:

"Miss Jennie and Jones is Washing,—is washing,—is washing!

Miss Jennie and Jones is washing! You can't
see her today!"

"Another time the lady is ironing, sweeping, dusting, cooking, baking, etc., etc., and each time the answerers go through the motions indicated by the task, giving to the child his full play of the imitative instincts, so dear to little ones.

"'*Came a Duke A'Riding*' is next in popularity.

"'*Green Gravel*' is a close fourth:

"Green Gravel, Green Gravel,—how green the
grass grows!"
the children sing at their play.

"Hardly a city yard, too, where they do not
sing and dance to:

"*Here we go round the mulberry bush,
The mulberry bush, the mulberry bush!*"

"'*Old Kramer Was Dead*,' other voices assure us. And '*Hear a Blue Bird in the Window*,' innumerable others cry out.

"'*Ring Round a Rosy*' is everywhere. '*We're the Roman Soldiers*,' is likewise ubiquitous.

"But there are new songs, new plays,
creeping in:

"I will give you six gold bins
To decorate the house I live in.
I'll give you a waiter
To take you to theater,
If you'll come with me!"

Or

"A rig to go to church to be married in,"
is promised.

"In other sections you find the song:

"As I went up yonder hill,
There I met a dear old lover,—old lover, old
lover!
One cold and frosty morning.
What d'ye s'pose he gave me, gave me, gave
me?"

and the gift might be gloves, rings and so
on, brought into the refrain over and over
again.

"Get out in the suburbs and on the walks
you find the youngsters' voices raised in:

"Here comes a farmer and his wife,
Koko cross the morning,"

or there may be an old version reduced to
modern terms.

"So, too, one has garbled versions of old
favorites:

"Oats, peas, green barley, grows
is sometimes found as

"Rosy beans and morning-glories,
or again as:

"Where old sweet peas and music grows."

"Out on the street the boys play '*Chalk the Rabbits*,' and so they sing:

"Apples are ripe and ready to bite,
Chalk, chalk the rabbit!"

"Another hackneyed game has the words:

"What ye doing in my bean yard?"

"Stealing grapes!"

"What'll you do when the cop comes?"

"Run right through!"

"Another singing play has this:

"Up and down the green wood,

Dusty, dusty day!

If you were a lady,

I'd take you away."

"Or you will meet with, '*Draw Buckets of Water,*' and

"Froggy in the Water Can't Catch Me!

On the road to Tennessee-see!"

"Here's another new one:

"Water, water, water, fire,

Growing up so high.

We are all young ladies,

We expect to die."

"Of course, every one knows: '*Sally put the Kettle On,*' but not so many sang:

"Uncle John is sick abed,

What shall we send him?

Who shall we send it by?

By the governor's daughter."

"Or you may know:

"I dropped my handkerchief Saturday night,
Where did I find it?"

Some played:

"This is the way we eat our breakfast,
So early in the morning!"

"Remember when you played: '*Neighbor Lend Your Hatchet!*' or again:

"Neighbor, neighbor! How art thee?

Very well, I thank thee!

How's the neighbor next to thee?

I don't know, but I'll go see."

"'Old Ben Tupper had no supper,' is sometimes found as 'Little Sally Tucker, had no supper.'

"Dares, too, will figure in the songs,

"Here we come!

Where from?"

and then you guess the train the initials stand for.

"Here is an old timer:

"As I went up the apple tree

All the apples fell on me;

Bake a puddin', bake a pie!

Did you ever tell a lie?

Yes you did, you know you did!

You broke your mother's tea-pot lid!"

"Mid-western children jump the rope and tell fortunes by the jumping:

"Silk, satin, calico, rags; silk, satin, calico, rags,

and what you 'give out' on is your fate in store.

"Dialogues are another phase:

"Grandma, can I go to play?

No, 'cause it's your mother's wedding day,"

and then she goes anyhow and is chased back.

"'Grand-mother Topsy-toe,' is also sung for a chasing.

"'Mother, mother, the milk's boiling over,' is a prime pet of these children.

"Popular songs—such as 'School Days,' are now introduced in the singing games. Snow men will be made to dance about, and then '*Every One Works but Father!*' is sung."

Why do they pick the games?"

Miss Heck found that some liked certain ones "because they weren't rough," "not noisy," "no running in them," "not mean," "or made one dirty." Girls like peace and quiet; boys excitement.

Meantime she is ferreting out more and more of these mid-land game-songs.

CORNSTARCH MAPS.

Take one pound of cornstarch and two quarts of salt. Moisten the starch with a very little water, and heat the salt. Then mix the two together and bake until thick enough to mold after which mold and wrap in a damp cloth, and lay aside until wanted. The hands should be kept wet while working the mixture. Draw an outline of the map to be made on heavy cardboard, and then cut out. Cover this with a coat of the cornstarch mixture, and then put on the elevations. When done the map may be baked until dry, or it will dry of itself if left undisturbed for twenty-four hours.

WHAT STORIES SHALL WE TELL

BY RICHARD THOMAS WYCHE,
President National Story Tellers' League

How shall we measure the worth of a story, and what shall be our standard of comparison and our guiding principle? "Some stories stand like central suns in the world's literature," says Frederic Harrison. If we have the sun, we have the moon and the starlight. If we read the great story we have the smaller, for thousands of lesser stories reflect the light of a greater story. Thousands of smaller books are mere echoes of some master note. Such a story we find in Homer's *Odyssey*. Like a central sun it has shot the beams of its light down through the ages; Virgil reflected it in his story of *Æneas*; Homer's *Shadowland* became Dante's *Purgatory*; Milton was influenced by it; Tennyson in his "*Ulysses*" summed up the story. Painters have told it again and again on canvas, sculptors carved it in stone, poets sung it in verse, while thousands of references are made to it every day in art, in literature and in life. The so-called dark ages have been shot through with the light of this story; and he who has mastered it and entered into the Homeric world has the key to much that has been said and sung in modern and mediaeval life.

Of all the stories we tell our young people none have such a splendid climax as *Ulysses*. Siegfried and Roland are killed, *Beowulf* dies from the dragon's bite, King Arthur is defeated in that "last weird battle in the West," and, like *Hiawatha*, sails away never to return; but *Ulysses* returns to his home, rights the wrongs, slays the oppressors, and rules again king and victor. This story coming from the childhood of the world's thought, as it does, should and does interest children when they are quite young. In many instances it is used as a reader in the lower grades. If, as some critics have shown, many of the stories of Homer, such as "*Polyphemus*," "*Circe*," "*Æolus*" and the "*Sirens*" were folk tales, common both to Asia and Europe, before Homer made them a part of his epic, then we are logical when we break up the epic into its original elements, and give the child, even in the nursery and kindergarten, the "*Bag of Winds*," "*Circe*," and other stories. But that is not the story of *Ulysses* any more than a dozen blocks of marble is a Greek temple. And well and good it is, for the little child is not ready then for the sustained effort and the great sweep of an epic. If the race in its

development made epics out of fairy tales then it is not wrong for the teacher to do likewise, treating each of Homer's fairy stories as a unit in itself, and later bringing them all together in its higher form and purpose.

But will not the student tire of the story by this process? No, *Circe* and *Æolus* are now lifted up and glorified and have a deeper meaning. Now the story is *Ulysses*, ten years at the siege of Troy, and ten years a wanderer and a castaway; *Penelope* besieged and oppressed by the suitors, true to her husband and waiting for his return; *Telemachus* jeered and mocked by the wicked suitor train, yet going in search for his father. *Circe* and *Æolus* are now little islands in a great sea that envelop all. We feel the great tide and under-current sweeping us along and hear ocean waves on some far-off beach. Here we have the high daring, romance and tender sentiment that belong to the ardent years of youth. The little fairy stories of the *Sirens* and *Circe*, which the boy thought he had outgrown as he passed from childhood, now come back to him with an inner significance, and a higher vision as to what it all meant. As Snider has said, "*The Odyssey* is largely a poem of the sea, and in its transparent depths is mirrored the human soul."

One soon tires of telling a light, trashy story, but not so with a great classic like this. Each time it brings new meaning, new life and inspiration, and the two hundredth time it tells better than the first. It never fails to fire the mind and warm the heart, as we tell it, it brings to the voice a soulfulness and tenderness so important in telling the story. And we will find in this story something that calls for our highest and best; something as great as *Job*, *Dante*, or anything in *Shakespeare*. To me there is something in the story eternal as the stars, warming like the sun, and as alluring as an unexplored world. No other story do I enjoy telling so much, both to adults and children. It has been simplified scores of times and abbreviated for young people. It is well enough to have these and read them, but we must go back to the *Odyssey* itself if we would feel the divine fire, and there, at first hand, get our story and tell it in our own creative way.

Stories From Hebrew Sources

The day is fast coming when we shall be as free to use the stories from Hebrew sources as we are to use the literature of other nationalities. From the Greeks came our art, from the Anglo-Saxon our free government, and from

the Hebrew our religion and morals. The child has as much right, yea more, to hear the stories of Joseph, Moses, David, Jeremiah, and that supreme flower and blossom of the best in Hebrew life, Jesus of Nazareth, as he has to hear the deeds of the so-called heathen gods and heroes. From Palestine have come the ideals that have been the dynamic force in the race, and more than any other entered into our literature and life.

Our young people study the stories of Homer until they can start with Ulysses leaving Ithaca, his home, for the Siege of Troy, and follow him through strange countries and climates, over unknown and dangerous seas, until after an absence of twenty years he returns to Penelope and his own sunny Ithaca. With maps, pictures, and their own vivid imagination, the far-away Grecian world is made very real and beautiful to them. A thousand or two years later Paul, the great traveler and teacher, and a greater hero than Ulysses, sailed over the same sea, was ship-wrecked, and for about eighteen years, endured and suffered as much as Ulysses and with a higher purpose; yet few know the story of his life.

The teacher who will start with the early Hebrew heroes, and one after another tell their life story will be giving the child that which will interest him, minister most to his mind, and lay the best foundation for life and its work. Even when we approach the most difficult of all stories to tell, the story of Jesus, if we lay aside all cant and preconceived notions, study the historical and religious conditions out of which the story grew, and then tell it in a direct, sympathetic and graphic way as we would the story of Ulysses or King Arthur, we will find the story that will hold the children. Starting with his birth and boyhood, his home among the poor, his work at the carpenter's bench and then linking in orderly development his deeds; his healing the sick, feeding the multitude, stilling the tempest; his transfiguration, trial, death and resurrection, it would make one of the most powerful and tragic stories.

All the charm and supernaturalism of the fairy story are there, while literature and history exhaust themselves to find a greater hero. The master artists of all ages have furnished in the greatest abundance material for illustrating such a story. The historical setting is a well authenticated fact, while the geography of this region is striking and beautiful. Such a story told in sympathetic and artistic way,

free from dogma, would be welcomed by the children throughout the land, and if written in a book would be read and enjoyed as literature.

Folk and Fairy Tales.

In the child's estimate the stone that the builders rejected has become the chief of the corner. Many a floating fairy and folk tale that failed to find its way in saga and epic, has, because of its inherent worth lived through the centuries, and is today the favorite fireside story of the younger children. The child's interest in "The Three Bears," "Cinderella," "Little Red Riding Hood," "Beauty and the Beast," "Santa Claus," and so on, is a better guide to us than the opinion of the overwise adults in determining the literature he shall have. The stories that gave pleasure and inspiration through the ages lived while others were forgotten, and we have today the winnowed and selected fairy stories of the world to choose from; but one should know the folk tales of his own land before those of another country. Our children study the geography and history of America before that of India.

The North American Indian and the Negro have furnished us with many charming folk tales. Longfellow has used and idealized many of the Indian traditions in his masterpiece "The Song of Hiawatha," while Joel Chandler Harris has collected and given to us in his faultless dialect many of the negro stories. The retelling of these traditions are splendid examples to us of the story-teller's art. Longfellow selected his material partially from "Schoolcroft's Collection of Indian Traditions," while Harris gathered his at first-hand from the negroes, and in idealizing these gathered and selected stories, they have written masterpieces that will live forever. Hiawatha, with its sweep of imagination, sustained effort and heroism, comes properly under the head of an epic, and for charm of meter, out-door life, spiritual and ethical ideals we have no story superior to it. It was the first story that revealed to me the sweetness and beauty of storyland, when, as their teacher, I looked into the eyes of listening children. For a further study of Hiawatha, see the author's experience as recorded in the November number of *The Story Hour*.

For humor, relaxation and pure fun we have no better stories than the deeds of "Brer Rabbit" in the Uncle Remus books. These stories, told as they were by a grayheaded, kindhearted old negro to a little boy who came to his cabin

fireside every evening after supper, reveal a beautiful picture of a child race, typified in Uncle Remus, speaking to a child of a more mature race. They understood each other, a child looking into the face of a child. What a unique situation that is: the untaught race becoming the teacher of the educated race. If music, humor, good-natured raillery, skill-

of literature by a primitive race. When we compare the stories of the Negro with those of other races we see this difference: the Indian's hero was Hiawatha; the Norseman's was Siegfried; the Greek's was Ulysses; but the Negro's hero was a rabbit. Other races had men and women as characters in their stories but the Negro has only animals. His hero is the harm-



SOME EDUCATIONAL INSTITUTIONS OF AMERICA
Teacher's College, Columbia University, New York

ful blending of animal traits and human nature, as given in the stories that were told every day to the children of the South, meant an educational impress, we must then duly consider the work of the black mammies and uncles who told these stories to the children by the fireside, in the fields, and under the shade of the trees.

The Negro bringing some of his stories from Africa, getting some from his white master, others from the Indians, and himself creating many on the plantation, has produced a piece of literature that will remain for all time a record of what he thought and felt during his years of servitude in America. An interesting example it is too, of the unconscious making

less rabbit, who outwits the fox, the lion and wolf; not by might or power, but by craft he succeeds. If the hero of a race reveals racial characteristics then the Negro's message to the world is not one of prowess, but one of a child-like spirituality as seen in his songs and stories.

The Negro's emotional life, his songs, superstitions, stories and beliefs in haunts and ghosts, touching the white child at the most impressionable period, left a lasting impress on the South; for the children of no other section of the country have had such splendid story-tellers and as charming fairy tales told them directly by the race that created its own literature. And since the "Brer Rabbit" stories

have been published, the literature of the Negro has reached all parts of America, and extends even into Europe. William Morris puts Uncle Remus down as one of the American books he enjoys. While these stories are universally popular, they are, because of the dialect, not suitable for language work in the schools, yet the dialect and quaint old English has in itself a charm and educational value. For pure humor, American literature has nothing better. The boy or girl whose sense of humor has not been developed, who has not been allowed to relax and laugh, is not fitted for the world's work. To the extent that we can let down and relax, to that extent we can rebound to higher things.

He who has been giving the child something all day to teach him, needs occasionally to give him a story not to teach a blessed thing.

We cannot go all the time keyed up to the deeds of Hiawatha or King Arthur. When friction and little misunderstandings arise, as they usually do in organized effort, nothing is better for teacher and pupil than to laugh together at the deeds of some character, such as Brer Rabbit. An immediate psychic adjustment is made, they have met on a common plane and are for the moment comrades. The atmosphere is lightened, sweetened and purified so that all can breathe freely again. We have more muscles in our face for laughing than for crying. How shall we develop those muscles unless we laugh? To see the point in a story and know when to laugh means a finer and higher form of mental culture than does understanding a rule in mathematics.

It is rarely we find stories so pregnant with life as the Uncle Remus tales, they interest both the young and the old. The little child enjoys the animal play and talk. Most of the humor is lost on him, and for that reason a simple heroic story is more popular with him. But the adult sees in the artistic settings, the prelude and postlude, the dialect, the humor and human life, something extremely interesting and amusing. Measured by some standards, these flowers of the soil may seem common and unworthy, but those feel the fellowship of all literary art, and those who heard them in their childhood, can see with Wordsworth, in the meanest flower that blooms thoughts too deep for tears. Others have crossed the seas, and climbed the heights of some Mount Olympus to find literature, but Joel Chandler Harris found his in the common life on the plantation; and he has written a

piece of literature that will live. As Theodore Roosevelt says of him, "Presidents may come and presidents may go, but Uncle Remus stays put."

With the passing of the primitive races and the coming of the printing press, folk tales have had a tendency to die out, yet each community has some tradition or story, a lost colony, a Catholic mission, that can be used for education. An example of this is seen in the story of Johnny Appleseed, a traveler, fiddler and story-teller, who starting in Ohio went before the advanced guard of civilization, planting apple seeds, so that the immigrant found apple trees all ready growing when he cleared the patch for his new home in the West. So deep an impression did this character make that several towns in the middle West claimed the home of Johnny Appleseed, and in one place a monument has been erected to his memory.

If, as Froebel has said, story-telling is a refreshing spirit bath, then the fairy story is the most popular bath with a little child. But to attempt to give him all the fairy stories now published, English, German, Japanese and Russian, would be worse than not giving him any. Some one has defined a fairy story as a heavenly story with an earthly meaning, and in this all good fairy stories are one. He who fails to feel this truth cannot tell or read a fairy story to a child, though he have all the books published; but, he who realizes this truth, has a key to them all, and though his supply may be limited, yet he himself becomes a doorway through which the children pass into a land of green pastures and still waters.

PARENTAL THOUGHTFULNESS.

(Eunice Ward in October St. Nicholas.)
 My big doll is called Hildegard;
 The little one is Marjorie;
 The paper dolls are Evelyn,
 Bettina and Elaine.
 The rag doll is named Claribel;
 The baby I call Gwendolen.
 I've different taste from my mamma —
 She named me Susan Jane.

PHONIC GAMES.

In teaching phonics I find this game very useful and the children like it. I make a ladder on the blackboard and put words to sound on them, as ball, s-p-r-ing, etc. Each child is to see if he can climb the ladder without falling. Sometimes I see how many apples each one can pick by drawing an apple tree on the blackboard, writing words on the apples. This method may be used also as a drill in difficult or new words.—Winnie Wilcox.



STORIES, GAMES, PLAYS

RECITATIONS, MEMORY GEMS, ETC.

THE ORIGIN OF FLAX.

BY HELEN LOUISE DYER, IN THE STORY HOUR,
SOUTH WEYMOUTH, MASS.

Once upon a time a poor peasant was caring for his goats on the side of a mountain, when he suddenly saw a beautiful chamois, leaping from rock to rock. Now the chamois is considered a delicious article of food in that country, so the goat-herder followed the animal as rapidly as possible, hoping to get near enough for a shot. Higher and higher he climbed, until suddenly he stopped in amazement, for, at the top of the mountain, he saw a doorway opening in the solid rock.

Determined to find the meaning of this strange entrance, he boldly crossed the threshold and found himself in a great, glittering cave. Before him shone a bright light, and out of the light came the most beautiful woman he had ever seen.

The humble goat-herder fell to his knees and bowed his head in fear, for he knew this must be a goddess, and perhaps she was angry because he had so boldly entered her dwelling. But as he knelt, he heard a voice speaking his name and bidding him choose some gift to take away with him.

Humbly the peasant answered that if she would give him the bunch of little blue flowers which she carried in her hand, he would ask no greater happiness. The goddess was delighted with this reply, for it was the one gift that she wished him to choose. As she placed them in his hands she told him that he should live until the flowers began to droop and fade, and that from the bag of seeds which she also gave him, many more flowers would spring up to become a blessing to his people.

So the man went back to his home and cheerfully sowed the tiny seeds. Every evening as he stood looking at the tiny plants which soon appeared, he saw a tiny figure hovering over the field, and knew that the goddess herself was helping him care for her gift.

When the beautiful blue flowers in the fields had withered and the seeds were ripe, the goddess came to him in a dream, and told him how the plants which he should call "flax" were

to be prepared, so that from them the women could spin and weave fine, white linen.

Of course all the neighbors were anxious to purchase the wonderful seeds, and soon the goat-herder and his wife grew very rich, for while he plowed and sowed, she spun and wove her linen.

When the man had lived to be older than any one in the valley, he began to wish that he, too, might die, for his wife and all his children were gone, leaving him very lonely. But still he lived on until his great-grandchildren and great-great-grandchildren played around him, yet the bunch of blue flowers did not fade.

One day when he had gone high up on the side of the mountain, and was gazing down upon the blue-flowered fields, he suddenly became aware that the magic blossoms in his hand were beginning to droop. One little head and then another fell, until the old man knew that at last his end was very near.

Rising quickly, he hurried up the side of the mountain and came to the rock from which he had brought the bouquet so many years ago. There, just as the sun was sinking behind the mountain, the last flower fell, the magic door swung open, and the goddess, smiling at him from the doorway, drew him in with her to live forever in the beautiful land where no one grows old.

MR. SNAIL

(By Farmer Smith)

Mr. Jay Bird was making a fuss in the sassafras bush and Br'er Rabbit was hopping along Shady Brook one morning, and Miss Katie Cricket and Miss Bessie Grasshopper were walking beside the mill.

"I tell you what we will do this morning," said Bessie to Katie. "Let's go and tease Mr. Snail awhile. He is the slowest fellow in all the world and we will have some fun with him and see what he has to say about everything."

"All right," said Katie, "but you may learn something from him."

"I do not see what we can learn from a snail—sh-hust, there he is, over by the mill, going along so slow he hardly moves."

"Hello, Mr. Snail," shouted Bessie Grasshopper. "Be careful and do not go so fast, for you will fall."

"Well, I do declare, Miss Grasshopper, I am glad to see you even if your hat is not on straight."

"I am glad to see you, too," said Bessie, trying to see if there was anything the matter with her hat, looking in the water instead of a looking glass. "How does it come you are such a slow fellow?" continued Bessie.

"I am not very slow when you come to think of it," said Mr. Snail. "Look up at the sun and you cannot see it move, but it comes up in the morning and goes to bed at night and no one ever sees it move. Look real close and you can see me move, if you want to. Folks make a lot of fun of me, but I tell you I am to be envied, for I own my own house and take it around with me. When I get sleepy I crawl into my house and go to sleep, while you girls have to go to your homes, and if anything comes to harm me I simply get in my house and no one can touch me."

"Let's not tease him any more," said Bessie.

"I did not know we had teased him at all," said Katie, as they said "Good-by" to Mr. Snail as he continued down the brook.

FAREWELL SUMMER.

(The Wild Aster.)

Ceci Cavendish in October St. Nicholas.
In the meadows near the mill,
By the wayside, on the hill;
In the fields that wander down
To the edges of the town,
And beside the farm house door,
"Farewell summer" blooms once more.

Little asters blue and white,
Many as the stars at night.
Summer's flowers have blown away;
Now you come to make us gay.
When the fields are growing brown,
And the leaves come fluttering down.

How I love to gather you,
Purple flowers, and white and blue,
On the cloudy afternoons,
When the wind makes pleasant tunes
In the orchard grasses dry,
Where the ripened apples lie.

Dear to me are days of spring,
And the summer makes me sing;
Winter has its times of cheer,
But the best days of the year
Come when, close beside our door,
"Farewell summer" blooms once more.

I am an acorn bold.
I live in the oak tree old.
I can fall to the earth
Which gave me birth,
Or into your hand
If beneath me you stand.
Who says "I will" to what is right,
"I won't" to what is wrong,
Although a tender little child,
Is truly great and strong.

—The Youth's Companion.

MEMORY GEMS

I hold in my memory bits of poetry, learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty.
—Dr. Charles W. Elliott.

Do right and fear not.

"As for me, I shall speak the truth."

Truth can stand alone;
Error falls despite its props.

Daily deed and daily thought,
Slowly into habit wrought,
Raise that temple, base or fair,
Which men call our character.
Build it nobly, build it well:
In that temple God may dwell!

—Edward W. Benson.

Smiles are just like sunshine;
Frowns are worse than clouds.

Do not look for wrong or evil—
You will find them if you do;
As you measure for your neighbor
He will measure back to you.

—Alice Cary.

Lives of great men all remind us
We can make our lives sublime.

—Longfellow.

All who joy would win
Must share it;
Happiness was born a twin.—Byron.

God helps them that help themselves.—Franklin.

Earth has no sorrow that heaven cannot heal.—
Moore.

Who think too little, and who talk too much.—
Dryden.

There never was a good war or a bad peace.—
Franklin.

Let your speech be always with grace, seasoned
with salt.—New Testament.

They are never alone that are accompanied with
noble thoughts.—Sidney.

Hope springs eternal in the human breast:
Man never is, but always to be blest.—Pope.

Statesman, yet friend to truth! oh soul sincere,
In action faithful, and in honor clear;
Who broke no promise, serv'd no private end,
Who gain'd no title, and who lost no friend.

—Pope.

One touch of nature makes the whole world kin.
—Shakspeare.

Hark! through the pine boughs
Cold wails the blast.
Birds south are flying,
Summer is dying,
Flower-time is past.

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

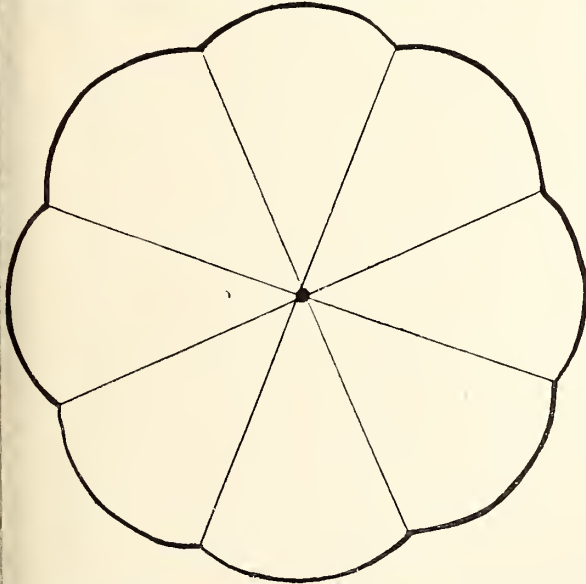
TO RECOGNIZE WORDS.

MERRY-GO-ROUND.

Teach the pupils to make a Merry-Go-Round by placing a Second Gift cylinder on end and placing a number of 5-inch colored sticks evenly around so as to form a circle one end of the sticks resting against the cylinder and at the opposite end of each stick, placing a square or round Seventh Gift tablet to represent the seats. Select from the pupils' sentence building box the new words you wish to teach, placing one on each of the tablets. The teacher then rides around once or twice with the children—that is, teacher pronounces the words and they pronounce after her. Each child then undertakes to ride alone, falling off when they miss a word and starting over again.

A PUMPKIN PIE

Make the outline of a pie with 5-inch sticks and quarter rings as shown by the illustration.



Use for recognizing words or counting in similar manner to Merry-Go-Round.

A PAIR OF STAIRS.

Teach pupils to construct a double pair of stairs with Third Gift blocks. Put about five steps up one side and the same down the other. Then use for recognizing words in same way as the Merry-Go-Round.

A BUTTERFLY CORNER

We have gained a great deal of pleasure as well

as information by having, as we call it, Our Butterfly Corner. The children draw, color and cut out butterflies of various sizes and colors and then we string the butterflies on threads suspended from a thread that is stretched across the corner of the school room and as the breeze blows through the room, they gently stir, looking very much like live butterflies. We also study about the butterfly and use what information we have obtained for language lessons.—Primary Plans.

ANSWER CARDS AS INCENTIVE.

Pupils like varied ways of working so I sometimes let the multiplication class use answer cards. I write the problems on small cards and place the answers which they must obtain to be correct on large sheets of cardboard ruled into oblong spaces. The problem cards are placed by the pupils in the blank spaces above the proper answers when the correct answer is found. The small problem cards are in envelopes. The children will work to get the exact answer and I find that valuable time is saved.—Selected.

CALENDAR FIGURES FOR DRILL.

One of the most popular and instructive forms of busy work for the first grade children with us, is that supplied by using old calendars. We cut the numbers apart on the separating lines and place each month's series of numbers in an envelope by itself. The children place them on their desks in order, guided by the large school calendar which hangs in a conspicuous place. To them it is a sort of puzzle and while working it out, they learn a great deal about the formation and arrangement of figures.—Primary Plans.

CURE FOR DISORDER.

Did you ever try chalking disorderly desks after school? A large cross on the top of such desks when all understand what it means, does more toward the keeping of orderly desks than dozens of lectures. When the owners of the disorderly desks appear in school the next morning you will notice a cleaning up begin immediately. When this is done the child erases the cross, but not until then.—Primary Plans.

A HIDING GAME.

When we play this game, I allow one row of pupils to go to the cloakroom and close the door. We who remain, decide upon a place to hide a small flag. The flag is not to be covered. When the children who have left the room are called to come back, they look to find the flag. As soon as a child sees it he walks to his seat, without a word. The last one

to see the flag gets it and gives it to me. Then the pupils of the next row go to the cloakroom and the flag is hidden again. The play teaches quick observation and also teaches self-control. It is always enjoyed—Selected.

A PLAN FOR TEACHING GEOGRAPHY.

I wish to tell the teachers of a plan I use in teaching geography. It is very amusing to the children, and even the little ones soon learn to know the most important places. Of course this is meant for a country school of mixed grades. Thursday evening I bid the children goodbye, as I'm to take a journey through the night, and will tell them about it on the morrow. I tell them what trip I'm to take, and the interest is aroused to such an extent that they often begin to ask questions before school is called in the morning. I then prepare a story of my supposed trip giving incidents that from the nature of the country and character of the people, would probably happen on such a trip. The children are instructed to call out the country in which a city, river, mountain, etc., is situated. The enthusiasm is great, and if the school be small, the noise is not objectionable. At first, the brighter ones answer first but after a few weeks the slow ones are spurred on and at the end of the year a surprising amount of geography has been learned.—Sierra Educational News.

GOOD MANNERS.

Children, especially in rural schools, seem to lack good every-day manners. I gave my children a lecture on politeness and courtesy, one afternoon, and then had them write in their note books, under and above heading, what are considered essential to true politeness at home and at school. When they violate one of these rules, I ask them to turn to that page and ask them to read Rule No. —. I have noticed a decided change for the better.—Irene Kringle, Elgin, Oregon.

TO PRESERVE PICTURES.

It is difficult to use pictures in the schoolroom without their becoming soiled. To avoid this, cut pasteboard a little larger than the pictures and fix to each corner a corner cut from an envelope. These envelope corners hold the picture firmly and yet permit of its being removed.—Western Teacher.

DAILY PREPARATION.

Preparation for a day's work or a single lesson is never complete till the teacher has answered questions like these, satisfactorily: Have I put just as much freshness and variety in this work as I can? Have I tried my best to put myself in the place of these children, and to look at things through their eyes? Have I provided for their natural restlessness, by pleasant surprises, and fresh ways of presenting things? Ask yourself these questions at least once each week.—School Education.

W...SPERING.

Teachers are often annoyed by whispering. Here is a device which the children enjoy: Divide the school into two sections. Place a large gilt star in the center of the room. As soon as one side can get along without whispering for a whole day, they get the star, but if anyone whispers the star is moved back to the center again. If the other section has not whispered that day, the star is moved to their side.—School Education.

BOOKS RECEIVED

FINELLA IN FAIRYLAND—Demetra Vaka, who has already shown surprising literary versatility in following her study of Turkish life, "Haremlik," with her Franco-American novel, "The Duke's Price," written in collaboration with her husband, Kenneth Brown, has now turned to the juvenile field. Her "Finella in Fairyland" is just issued by Houghton Mifflin Co. (50 cents net). Children cannot help being interested in following through these pages the adventures in fairyland of a little girl who had not learned to be kind until the butterflies, Mr. Squirrel, Mr. Rooster, and even the fairies themselves, taught her. The book is attractively printed in green and has six fascinating illustrations by Agnes Leach.

RAINY DAY PASTIMES FOR CHILDREN, by Baroness Louise Von Palm; contains chapters on paper cutting, paper folding, stenciling, straw work, bead work, paper embroidery, stick and ring work, and many other interesting and instructive pastimes, and should appeal strongly to kindergarten teachers and others who have charge of the amusement and instruction of little folks. It contains over 200 illustrations. Suitable for children from four years upward. Cloth, 4to, \$1.00. Dana Estes & Co., publishers, Boston.

NATURE DRAWING FROM VARIOUS POINTS OF VIEW. Edited by Henry Turner Bailey, published by the Davis Press, Worcester, Mass. Among the subjects considered are: "Acceptable Plant Drawing," "Drawing the Fall Flowers," "Hand Work in Leaf Study," "Spring Nature Drawing," "Drawing the Spring Flowers," "Alders, Poplars and Willows," "Analytical Study of Plants," "Nature Drawing in High Schools," "Plant Drawing by Children," etc. The work contains many plates, some of them in colors. Substantially bound in cloth.

THE YANKEE DOODLE BOOK FOR YOUNG AMERICANS, by Gertrude D. Optimus. This work abounds in attractive colored pictures with brief jingles portraying important events in American history. Just the kind of jingles the little ones like to hear and will readily learn, thus fixing permanently in their memory important matters of history and general information, etc. Published by J. B. Best & Company, Everett, Washington. Price \$1.00

LITTLE GIRL BLUE—LIVES IN THE WOODS TILL SHE LEARNS TO SAY "PLEASE," by Josephine Scribner Gates. Illustrated by Virginia Keep Clark. This story of how "Little Girl Blue," (a live doll) lived in the woods until she learned to say "please," will appeal to every child's sense of humor. Illustrated in colors. 50 cents net. Postpaid 55 cents, Houghton Mifflin Co., Boston and New York.



THE USE OF KINDERGARTEN MATERIAL IN PRIMARY AND ONE-ROOM RURAL SCHOOLS

II.

(Continued From Last Issue)

We hold this truth to be self-evident, that if kindergarten culture is good for children anywhere, it is likewise good for children everywhere. We hold, further, that the calling of kindergartners and writers and publishers of kindergarten literature is sacred—so sacred that no one has a right to follow it at all who does not believe sincerely that the universal application of kindergarten principles would result in improved conditions along educational lines; and believing this, it then becomes the duty of all to assist so far as they reasonably can in promulgating kindergarten theories, the establishment of kindergartens, etc.

In the larger cities the importance of kindergarten culture is quite universally accepted, and kindergartens are, as a rule, being established as rapidly as funds are available for the purpose. It would seem, therefore, that promulgation can best be assisted in the cities by educating boards of education through the parents or otherwise to the necessity for larger appropriations for this line of work, but there is a vast field for labor in the smaller cities, villages and rural districts, where education all along the line is needed.

As most educational reformations begin with the teacher, and not with boards of education, it would seem that the greatest progress is likely to be made in this field by reaching and interesting the teachers. People are usually not interested in principles which they do not understand, and gifts and occupations are still enigmas to some primary teachers.

It is hoped that this series of articles, intended for rural teachers, may lead some hitherto unacquainted with kindergarten methods or practice to make an effort in a small way along this line. The aim is to make the instruction so clear and plain that the most inexperienced teacher can secure results which while not likely to prove wholly satisfactory will yet be vastly better than enforced idleness on the part of the small children. We believe that it is far better that the pupils should be employed in this way, even though they can not be afforded the best opportunities for development.

The great variety of the material assists materially in interesting the pupils and it is hoped that the rural teachers who begin the use of the material in a small way may be led to study and investigate farther and finally come to realize that a thorough knowledge of kindergarten methods and practice is essential for them as teachers of small children.

We wish always to emphasize the importance of the teacher's modifying whatever program she may be following to meet the conditions in her school room.

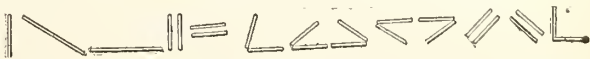
While the work is referred to in this series of articles as "lessons," perhaps the word plays would better convey the idea. The exercises should be conducted in that spirit and always changed or suspended before the children have come to tire of it.

The Tenth Gift

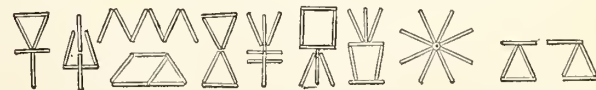
See "General Suggestions" on a preceding page. The eighth and ninth gifts represent the embodied line and a portion of the surface. The tenth gift—the sticks—represents the embodied straight line—another step from the concrete toward the abstract, from the material to the spiritual. The material of this gift is very popular in primary and rural schools—almost in universal use. The material is really cheaper than almost any substitute that can be obtained and this probably accounts to some extent for its popularity, for where inferior material is substituted for the regularly manufactured goods it invariably operates against the best results.

A SUGGESTIVE PLAY

Give the children a number of sticks and let them play with same as they wish for a time; then ask the pupils to lay aside all but two sticks and to see in how many different



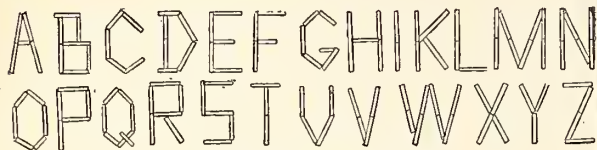
ways they can place these together. We give a few illustrations. At different times 3, 4, 5, and more sticks may be introduced, at other times a certain number may be given out and the children encouraged to build objects with which they are familiar, school desk, school house, reading chart,



map cases, tables, chairs, flags, pictures, windows, doors, wagons, sleighs, horses, sheep, cattle, kittens, dogs, baby carriage, umbrella, etc., then let them lay out orchards, tell how many trees in a row, and how many rows; see general suggestions for number plays.

The best forms made by the pupils can be copied on the blackboard and used as a model for others. Let pupils separate the sticks by colors; place all of one color together, then place two harmonizing colors together, separate them by length; all one inch and two inch sticks by themselves, etc., group the sticks by ones, twos, etc. Using colored crayons, let the teacher make a red mark on the blackboard, ask the pupils to place a stick of the same color on their desk; continue with other colors. We give a few simple suggestive designs ungraded.

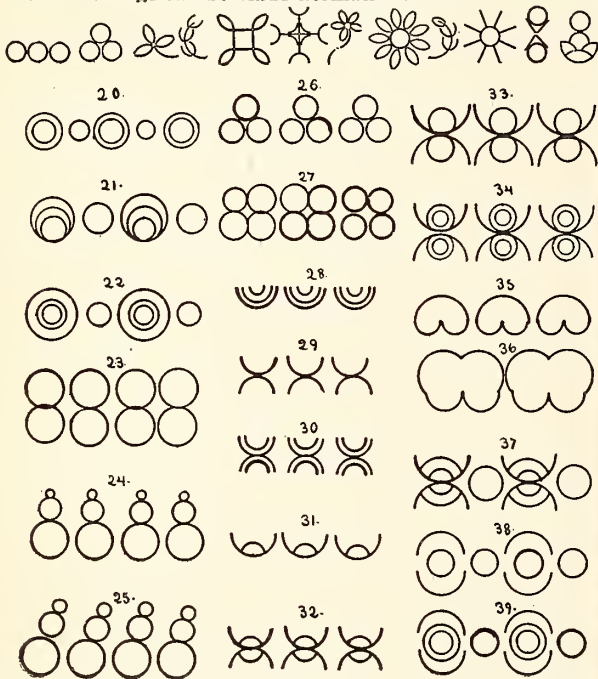
The stick work can be correlated with many other gifts and occupations. Outlines for drawing, for paper cutting, etc., be made with the sticks of like color, to produce forms with curves which are not easily made with the rings. Winding the five inch sticks with zephyr of a harmonizing color is fascinating work for children and the tints and shades can be introduced as color lessons.



The Eleventh Gift

See "General Suggestions" on a preceding page.

The sticks represent the embodied straight line, the rings the embodied curved line. Many beautiful designs can be made with the sticks and rings combined; the curved line of the quarter, half and the whole ring are well adapted for representing fruit, flowers, vines, etc. By the use of Mrs. Hailman's gummed strips and rings, the designs made by the use of the rings can be made permanent.

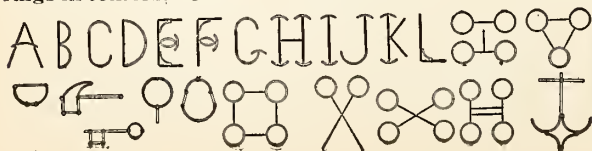


This gift introduces a new substance, namely iron, and offers an opportunity for talks and stories; tell where iron comes from, something about its original form, method of reducing it—pig iron, steel, etc. The ring represents a circle which has neither beginning nor end. Present the whole ring first, afterward the quarter and half. These and all other lessons must be adapted to the capacity and interest of the pupils. In all education the unknown must be linked with the known. The child who does not comprehend quite fully is not interested, and is not likely to advance.

A few suggestive designs are given.

The curved lines of the circle suggest to the child ideas of beauty in a higher degree than any other preceding gift, thus directing his dormant inclinations and tastes toward the good and the true—the soul culture which is the aim of every Gift and Occupation—and should be the mission of every teacher. Mere manual training, or even mental culture, should not be the final purpose of school life. Indeed, if it were possible to eliminate soul culture in the process of mental and physical training the result would be harmful and not beneficial to the child and to society.

We give a few suggestive designs made with sticks and rings in combination.



The Twelfth Gift

See "General Suggestions" on a preceding page.

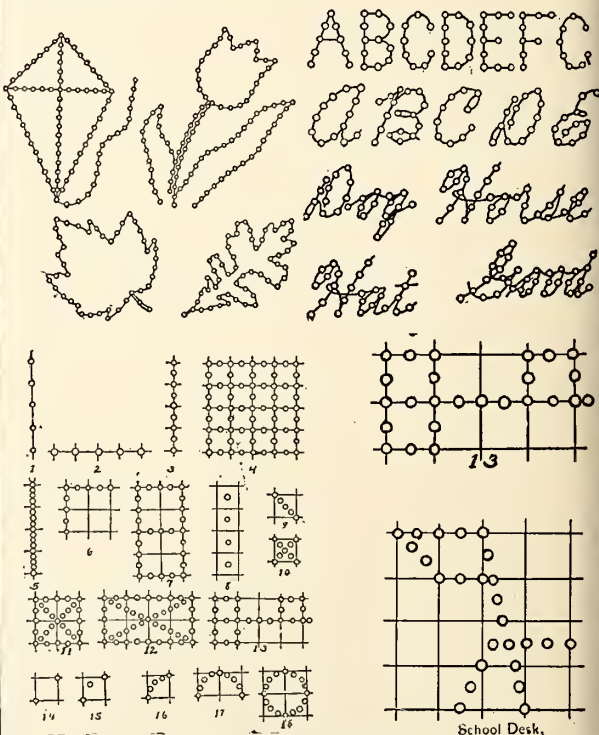
This gift represents the pliable line, and while it possesses many advantages, it is but little used. Using an ordinary slate, place dampened zephyr upon the slate and with the aid of wooden or other suitable pointers, this line can be shaped into many beautiful designs.

The Thirteenth Gift

See "General Suggestions" on a preceding page.

Beginning with the solids and proceeding from the solid first to the plane or surface, then to the embodied straight line, the embodied curved line, and the pliable line, we now come to the point or broken line. The gift in some form is much used in primary schools. While Mrs. Hailman's lentils in the various colors are undoubtedly the best material for this gift, seeds of various kinds, peas, beans, corn, can and are successfully used. Designs of every kind can be made with the material and the work is highly enjoyable, and correlates readily with the language, spelling and other lessons. The teacher can write new words on their slate, the pupils cover the lines with the seeds or lentils; the alphabet, numbers, etc., can be taught in a similar manner.

This work is much enjoyed by the pupils, and after a little help at first they will devise many forms for themselves. It requires but little supervision. Write a sentence on a large piece of paper, or, if slates are used, in crayon on the slates, not on desk or tables, for the pupil should be taught respect for school property and neatness. Also have a little bag of dark calico containing each pupil's seeds, so that no time may be lost in giving them the material. The child now covers the written words with the seeds, taking care that he starts at the right end. After a word is covered let him try to write it himself on his slate or paper. After the child is farther advanced let him try to write the word below the given copy instead of covering the word. Do not write the words on the blackboard, as it involves too much exertion for the child to watch the blackboard, and he is likely not to do so. If the copy is given at all let him have it right before him on the desk.



The First Occupation

The occupations reverse the order followed by the gifts, beginning with the point, represented by perforating, and ending with the solids—modeling.

In actual experience perforating is found more difficult for small children than sewing. The forms involve too much fine work and, according to psychology, the child should exercise the larger movements first. Can be occasionally used for variety, e. g., write the new word in very large letters on a piece of paper and have the children prick the letter forms, beginning at the left.

The Material consists of cardboard or paper netted in squares, a perforating cushion and perforating needles. The paper or cardboard is laid on the perforating cushion and with the aid of the needle the children prick or perforate the holes through the netted surface.

(To be continued)

An Atmosphere of Firmness, but Kindness, Necessary for the Best Development of Children

Luther Burbank, who, perhaps, knows as much about the cultivation of plants as any man in the world today, recently made an application of the wisdom he has learned in suggesting to mothers a course of treatment for their children. Mr. Burbank has that simplicity of nature—that genuine grasp upon life—that enables him to see that all nature is akin, despite its various guises, and that the common sense treatment which he accords the plants in his flower beds might wisely be adapted to the cultivation of the child plants in the more important garden, the home.

It is a new idea—applying the lessons of floriculture to the problems of child culture—but Mr. Burbank is a man to whom it is always well to listen, and—or so it seems to me—in this particular case he has spoken with all the evidences of inspiration.

In the first place, he urges upon parents the necessity of not being cross with their little ones.

"If you are cultivating a plant," he explains, "you must be gentle with it—firm, but not harsh."

There is certainly wisdom in this remark. Harshness with a plant would soon kill it. Harshness with a child may not kill the body, but it stunts the finer feelings of the soul, and, once stunted in childhood, they seldom have an opportunity to renew their normal growth. Firmness is necessary to exact obedience, but firmness need not be cruelty. Even punishment may be given without harshness. Better no punishment at all than that it should be attended by loss of temper on the part of the person inflicting it.

Mr. Burbank also points to the fact that a child is not to blame for turning out badly in a bad environment. "I give my plants the best possible environment," he said. "Let the children have music and pictures; let them have a good time under the right conditions; not an idle time, but one full of cheerful moments."

There is good sound sense in this, too. Environment plays a more vital part in the making of the character than almost any other factor in life. Put the child in an environment surging with discordant elements—quarrels and bickering among the elder members of the household—and it will grow up in the possession of a bad disposition. Let a child be surrounded during the formative period with conditions that do not make for goodness and morality, and you will have gone a long way toward starting the child upon its downward course. You can't raise good plants in a poor soil. You can't raise good children in a bad environment. It isn't fair—either to the plant or the child—to expect it to flourish under such conditions.

The playtime of childhood is its formative period,

for it is by means of its games that it prepares itself for the serious affairs of its later life. Thus we see the logical reason why the child's play should be directed by those who are older and wiser, and who have studied the fine art of play. The child must have a good time if he is to grow up to be a cheerful, healthy individual; he must have plenty of occupation lest idleness be bred in him at this period, but it must be cheerful occupation, and entirely devoid of the cheating and bullying that make so much childish play ineffective when the children are left to their own resources. We must remember, as Mr. Burbank points out, that the child's treatment must be uniformly kind. "We cannot treat plants harshly one day and tenderly the next," he insists. "They cannot stand it, and no more can children."

And, finally, the philosopher of floriculture points out one of the most important facts of all—one of the laws that cannot be violated without seriously endangering the life and health of the child.

"Plants should be given sunlight and air and the blue of the sky. All these things, too, must be given to boys and girls—not for a day or a month, but for all the years."

Certainly the gospel of the garden applies to the home. The parents who follow Mr. Burbank's instruction, raising their children as he cultivates his plants, will have a product to be proud of. Apparently children are not so different from roses, after all.

THE QUESTION BOX.

My plan for questions is this: Have a box in the hall at some convenient place and have at least one question dropped into the box by each pupil. On the Friday that the literary society does not meet, have the pupils of the high school grades assemble in one room with their note books. The questions are read out and copied down, leaving space between for the answers. During the next two weeks the answers are looked up and written in their note books and on Friday—two weeks later—at 1 o'clock the questions are asked and different pupils called on for the answer. When all the answers have been given the questions collected during the past two weeks are read out and copied down. Good note books are used and a review of the questions are taken twice a year. The pupils take interest in this and find very many questions answered.—Popular Educator

A LEAF CHART.

At the beginning of the term my first grade pupils commenced to bring me bright leaves. We pasted these upon a large square of cardboard. They named the leaves and were very much interested in searching for new varieties. After the chart was finished it formed a pleasing addition to our decorations. I have never found any better plan to arouse interest in nature study.—Nellie Mahan.

News Notes

East Orange, N. J.—The Adams Kindergarten Training School—Dr. Edwin F. Bigelow is added to the faculty list, in charge of the department of Nature Study. Dr. Bigelow is well known, not only as a delightful lecturer and the editor of the Nature Department of "St. Nicholas," and of the "Guide to Nature," but as a teacher and leader in field and laboratory classes, in schools in and around New York, and in his own summer school at his home in Sound Beach, Conn., "Arcadia." Dr. Bigelow will take the training pupils on field expeditions and also bring specimens for examination in the class room. It is expected that local teachers, as well as the pupils of the Adams school, will avail themselves of this opportunity to become better acquainted with nature under the guidance of so able and inspiring a leader. Dr. Bigelow is the President of the Agassiz Association, which, as its name implies, is a society for the study of nature, and has its chapters among young people all over the world.

Oakland, Cal.—A strong effort is being made by the Mothers' Club with the Board of Education, to secure the establishment of public kindergartens in this city. Women in all walks of life are displaying interest in the kindergarten cause and declare that they will some day become a part of the school system here. The Peralta School Mothers' Club will study the various phases of the kindergarten subject at their monthly meetings, which will be held during the term in the Peralta School, Alcatraz avenue and Telegraph avenue, for the purpose of showing parents the importance of instituting the kindergarten work in the elementary schools.

Provide yourself with the Kindergarten-Primary Magazine to January, 1914, for only \$2.25. Send before October 31st.

Lorain, O.—Miss Smith, supervisor of the primary department of the public schools, appeared before the Board of Education last evening with a plea for the establishing of a kindergarten department. Miss Smith spoke of the many advantages to be derived from such a department and especially the benefit to the children in taking up the regular school work. Miss Smith contended that unless the board spent the money for early education of the children it would be compelled to spend it at a later date, at a time it would not produce as great amount of good.—News.—Sept. 20th.

Lancaster, Pa.—At a meeting of the Kindergarten Association held on Tuesday in the Y. W. C. A. parlor, Miss Mabel Wenzell of Philadelphia, was elected teacher of the Ann street school to succeed Miss Carrie E. Grove, who has resigned on account of the serious illness of her sister. A vote of thanks was extended to Miss Grove for the excellent service rendered while a member of the teaching staff of the Lancaster Free Kindergarten Association. Ways and means were also discussed for purchasing a piano for the Ann street school.—Examiner.

Richmond, Va.—Dr. J. A. C. Chandler, superintendent of schools, appeared before the committee on finance at a recent meeting and secured a recommendation for an appropriation of \$2,800 for carrying on

manual training work and conducting kindergarten work in the Richmond public schools.

Dallas, Texas—The training school under direction of Dallas Free Kindergarten Association opened Sept. 19th with Miss Mary King Drew in charge. The kindergartens of the city are now progressing satisfactorily with the following kindergartners in charge: The Cotton Mill School, Miss Kittie Bell Blair; the North Dallas School, Miss Mary Bisset; Sam Houston public school, Miss Annette Black.

Cincinnati, Ohio.—The Cincinnati Kindergarten Training School opened on the 16th. Miss Stone, principal of the training school, has been spending the summer at Marblehead, Mass., and give a report of the meeting of the N. E. A. which she attended. Miss Anna Laws, president of the Cincinnati Kindergarten Association, has been abroad during the summer.

Provide yourself with the Kindergarten-Primary Magazine to January, 1914, for only \$2.25. Send before October 31st.

Anderson, Ind.—The Anderson Free Kindergarten schools opened Sept. 12th in the Hazelwood and Washington buildings. Miss Leafy Wharton is in charge with Miss Katherine Langell as assistant. The schools have a large attendance, and an excellent year is anticipated.

Rochester, N. Y.—First meeting of the Rochester Kindergarten Association was held Sept. 19th in the Eastman Building of the University of Rochester. Plans for the ensuing year were discussed, also the report of the visiting nurse was received.

Elkhart, Ind.—Largely through the efforts of Mrs. J. E. Cochran, Mrs. A. H. Beadsley and Mrs. O. P. Basset arrangements are being perfected for opening a kindergarten in this city to be in charge of Miss Dorothy Crain, of Chicago.

Chicago, Ill.—The Pestalozzi-Froebel Kindergarten Training School—Miss Dorothy Crain, a graduate of this institution, is arranging to open a kindergarten at Elkhart, Ind.

Reading, Pa.—A Kindergarten was opened at Seventh and Laurel Sts., in this city, early in September. Miss Emma Howe has also opened her school in the Ricktown building with a good enrollment.

Macon, Ga.—The South Macon Free Kindergarten opens October 3rd, under the management of Miss Estelle Newman. Her work here last year proved very successful,

Kindergarten-Primary Magazine to January, 1914, for \$2.25.

Quincy, Mass.—The Wollaston Kindergarten opened Sept. 19th at 15 Lincoln Ave. It is supported by voluntary contributions.

Excelsior Springs, Mo.—A new Kindergarten was opened here Sept. 19th in the Flanders Building on Broadway, with Miss Louise Orear in charge.

Bridgeport, Conn.—Miss Fannie Smith opened her Training Normal School, October 1st. She has been spending the summer in the Berkshires.

Brattleboro, Vt.—Miss Hortense Hall will open her kindergarten at 10 Chapin St., October 3rd.

Indianapolis, Ind.—Miss Alice Teegarden has removed to Anderson, Ind.

... was good as she was fair.
 ... none on earth above her
 ... pure in thought as angels are,
 ... know her was to love her.
 —Rogers.



FOR SALE

A fine L. C. Smith & Bros. VISIBLE TYPEWRITER as illustrated above. The machine is in first-class condition, has two color ribbon, ball-bearing type-bars and will last a life time. This machine will be sold at a bargain taken soon. Address—

W. H. MARTINDILL,
 7 River St., Manistee, Mich.

BOOKS FOR LITTLE ONES



The Wooster Juvenile Speaker

Recitations, Speeches, Songs, Dialogues and Exercises for children. Suitable for all occasions. For day-school, Sunday-school and general use. Humorous, patriotic and instructive pieces in both prose and verse. 111 pp. Decorative paper cover.

25c. Cloth, special cover design, 50c.

The famous BABY GOOSE book, by Fannie E. Ostrander, now issued in a series of volumes, each book independent of the others

Baby Goose Goes to Town

Baby Goose on his trip to see the world. 32 full-page pictures in many colors with appropriate verses. Will delight every child. Decorative cover and title page in colors, 50c

The Gosling's Trip with a Dog and a Cat

32 full-page colored pictures, with the story of the Gosling's trip in verse. Full of life, action and fun. Many old familiar childhood favorites play a part in this story. Decorative cover, in colors, 50c.

Piggie and the Kittens

The sad mishaps of a funny little pig depicted in 32 pages of quaint colored illustrations. Story told in verse. Decorative cover, in colors, 50c.

The Little Masqueraders

Extremely popular. Something new for the young. 12 pages of American history in beautiful pictures in black and colors, with appropriate verses. 8 1/2 x 10 1/2 inches. Heavy paper. Beautiful paper covers, 20c.

Postpaid to any address on receipt of price by
 IRD & LEE, 263 Wabash Ave., CHICAGO

News Notes—Continued

Philadelphia—The following kindergarten changes and appointments are announced: Promotions—Miss E. L. Kemp, from kindergarten assistant to kindergarten principal; transferred from the Gage to the Langdon. Miss E. S. Green from kindergarten assistant to kindergarten principal; transferred from the Van Ness to the Tyler. Miss L. H. Arnold, from kindergarten assistant to kindergarten principal; transferred from the Adams to the Buchanan. Transfers: Miss T. E. Adams, from the Gage to the Adams. Miss Ruby Nevins from the Webb to the Gage. Two normal school graduates were appointed: Miss Ethel Day, as kindergarten assistant, at the Webb School, and Miss Ethel Clark, as kindergarten assistant, at the Van Ness School. Leave of absence for three months without pay granted to Miss Laura Thompson, principal at the Buchanan School.

Bridgeport, Conn.—Miss Mary Mills opened her kindergarten at 181 West Avenue for its twelfth season. There is a normal department also but that will not start up again until somewhat later. Miss Mills has had the rooms redecorated. All of the woodwork is in a soft brown and the side walls are covered with burlap in a very pleasing shade of green. It is in the frieze, however, that the children will take the most delight and the mothers who call occasionally can not help but be pleased with the attractive surroundings in which they find their little ones. This frieze is really a series of pictures, comprising the Noah's Ark series and other nursery pictures. These are so placed that they can be changed at any time.

Kintson, N. C.—A kindergarten has been opened in East Kintson in charge of Miss Mary S. Russ, a graduate of Miss Hunter's Training School for Kindergartners, New York. Funds to carry on the kindergarten are solicited from residents of the locality.

Westerly, R. I.—Miss Rose Evarts will re-open her kindergarten on Church street, October 3rd. She has assurance of a full attendance during the year.

Barre, Mass.—Miss Marion Knight is making arrangements to establish a kindergarten here, and

expects to secure a large class among the little ones of kindergarten age.

"Sing a song of seasons!
 Something bright in all!
 Flowers in the summer,
 Fires in the fall!"

For mother's love,
 And father's too,
 For sister kind
 And brother true,
 Father, we thank Thee.

LITTLE PEOPLE EVERYWHERE

A new series of Geographical Readers based on Child Life.

Kathleen in Ireland (Fourth year)
 Manuel in Mexico (Fifth year)
 Ume San in Japan (Sixth year)
 Rafael in Italy (Seventh year)

Picture cover; colored frontspieces.
 Illustrations from photographs
 Each Volume, 60c.

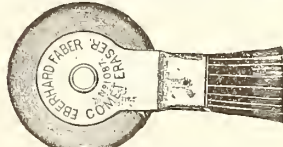
LITTLE BROWN & CO.

BOSTON, CHICAGO
 31 Beacon Street 379 Wabash Ave.

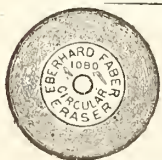
ERASERS THAT ERASE



Erasit, the great substitute for rubber erasers. Far better than rubber. It will erase pencil marks, dirt, etc., quicker, and neater, and leave the paper cleaner than the best rubber eraser. Will also clean gloves, books, materials, etc. Price, 6 pieces for .25c. Per box of one dozen pieces, .45c. If by mail, postage extra, for 6 pieces, 4 cents.



Circular Eraser with brush attachment
 No. 100, best quality, each 10c

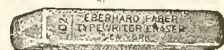


Plain Circular Eraser

Particularly adapted to type, writer use.

No. 99, 5c
 Per Dozen, 50c

OBLONG



No. 102, 5c each; 50c per dozen

OBLONG



No. 102—exceptionally good eraser
 5c each, \$7.00 per dozen

Send all orders for above to J. H. SHULTS, Manistee, Mich.

THE RIVERSIDE EDUCATIONAL MONOGRAPHS

For Teachers, School Officials, Parents,
and all others interested in Education.

Editor, **HENRY SUZZALLO**

Professor of Philosophy of Education,
Teachers College, Columbia University,
New York.

Price, 35 cents each, net.
Except "Teaching Children to Study,"
60 cents.

Volumes now Ready

Others are in Preparation.

GENERAL EDUCATIONAL THEORY.

Education. An essay, and other selections. By **Ralph Waldo Emerson**.

The Meaning of Infancy and The Part Played by Infancy in the Evolution of Man. By **John Fiske**.

Education For Efficiency and The New Definition of the Cultivated Man. By **Charles W. Eliot**, President of Harvard University (Emeritus).

Moral Principles in Education. By **John Dewey**, Professor of Philosophy, Columbia University.

ADMINISTRATION AND SUPERVISION OF SCHOOLS.

Changing Conceptions of Education. By **E. P. Cubberley**, Professor of Education, Leland Stanford, Jr., University.

METHODS OF STUDY.

Self-Cultivation in English. By **George Herbert Palmer**, Professor of Philosophy, Harvard University.

Ethical and Moral Instruction in Schools. By **George Herbert Palmer**.

Teaching Children To Study. By **Lida B. Farhart**, Instructor in Elementary Education, Teachers College, Columbia University (Double Number). Price 60 cents.

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO

To Kindergartners —AND— Primary Teachers.



To secure the best results in teaching Writing to the Little Children, you must have the BEST PENS. These are made especially for this purpose by

ESTERBROOK STEEL PEN MFG. CO.,

95 John St., Camden, N. J.
Ask for Nos. 702, 773, 774 or 794.

News Notes—Continued

Worcester, Mass.—Forty-three children have joined a newly instituted kindergarten class at Notre Dame parish school, the first ever organized. Miss Eva Goulet has been engaged as teacher to take charge of beginners.—*Worcester Gazette*.

Fort Chester, N. Y.—Miss Wilma Mills and Miss Helen Griffen announce they will open a kindergarten October 3, 1910, at 70 Prospect street.

Washington, D. C.—The board of education is trying out a new experiment. In some of the class rooms at the Franklin and Force schools the old-time system of having seats in rows has been done away with, and instead the seats are arranged in an arc, so that the teacher is practically surrounded by pupils. It is believed this will be an improvement.

Philadelphia, Pa.—With a marked increase in the number of young children whose parents are seeking to place them in the public kindergarten classes, the Board of Education is facing the problem of providing sufficient accommodations for all these pupils. At the close of the last school term there were 229 kindergarten classes in the schools, and these were all filled to their utmost capacity. With the beginning of a new term it is estimated that the number of children for whom kindergarten accommodations cannot be provided is 1000. It has also been suggested that the building of the public kindergarten at No. 307 Lombard street be abandoned and a new structure erected in its place. The school is an old building, poorly suited for its present purpose and only in fair structural condition.

The benefit of giving little folks the advantages of kindergarten training are becoming more and more definitely appreciated, and parents are awakening to the fact that the educators are right who insist that children thus developed in early life and prepared for entry into the graded schools observe more actively and clearly, grasp ideas more readily, reason better, are more easily disciplined because taught the value of order and regularity, move with more ease and grace, and, in fact, get far more from all the subsequent studies and school efforts than children not so well drilled.

Elkhart, [Ind.] Review

TO KINDERGARTNERS AND PRIMARY TEACHERS

So strong is our belief that our list of publications will not only be of intense interest to you, but to the children under your care and charge, that we urge you to secure our catalogue and examine it. Our **JUVENILE** and **NURSERY BOOKS FOR BOYS, GIRLS** and the **LITTLE FOLKS** are well worth your attention. Space prohibits details, but a **POSTAL PLACES OUR LIST IN YOUR HANDS** by return mail.

Hurst & Co., Publishers,
New York.

NEW KINDERGARTEN

CATALOGUE

Now ready. Send name
and address to

J. L. HAMMET CO.

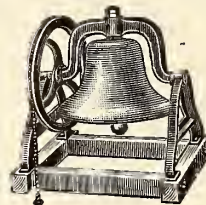
KINDERGARTEN AND MANUAL TRAINING SUPPLIES
250 Devonshire St., Boston.



KINDERGARTEN SUPPLIES

And all kinds of Construction
Material for Kindergartners and
Primary Teachers. Catalogue
Free. Address,

Garden City Educational Co.
169 Wabash Ave., CHICAGO



BOWLDEN BELLS

FOR SCHOOLS
From \$8.00 to \$25.00
FOR CHURCHES
From \$25.00 to \$125.00

Write for free
catalogue.

**AMERICAN BELL &
FOUNDRY CO.**
Northville, Mich.

Spool Knitting

By **Mary A. McCormack.**

Spool knitting is well suited for use as constructive work in the primary grades and kindergarten. It is so simple that small children can do it well. They can make articles which are pretty and which interest them, without the strain that comes from too exact work. The materials are easily obtained and pleasant to work with. The directions given are clear and easily followed.

Facing each description there are one or more photographs showing the article as completed or in course of construction.

Here are some of the articles which may be made. Circular Mat, Baby's Ball, Doll's Muff, Tam O'Shanter Cap, Child's Bedroom Slippers, Doll's Hood, Doll's Jacket, Child's Muffler, Mittens, Little Boy's Hat, Little Girl's Hat, Child's Hood, Jumping Rope, Toy Horse Reins, School Bag, Doll's Hammock.

There are also many others.

12mo. Cloth. Illustrated. \$1.00 net.

A. S. BARNES & COMP'NY

NEW YORK.

The Kindergarten-Primary Magazine

VOL. XXIV—NOVEMBER, 1910—NO. 3

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

SPECIAL OFFER—Only \$1.00 to Jan. 1912, or \$2.25 to Jan. 1914, to all who subscribe before October 31st, 1910

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

A YEAR'S PROGRAM.

Dr. Jenny B. Merrill.

In September this magazine published a full year's outline program by Dr. Earle, the editor.

What are you doing with it, kindergartners? Have you asked yourselves the question, why is a whole year's program presented instead of a monthly outline as heretofore?

First, it seems to me helpful in the interests of continuity to think one's way rapidly through the year at the start. You may say, "We did so in training class." Do it again, comparing this outline with the one already worked out. Then make your own again from month to month, from week to week and from day to day, utilizing your own particular environment.

I suggest, further, that you copy one phase of work at a time, for example, stories. That is, make a list of the fifty stories suggested. Compare them with former lists. Hunt up the new ones. Count how many stories relate to nature, how many are fables, which are of greatest literary value, which present ideals, which are amusing or humorous, how many are instructive, which are worthy of frequent

repetition, which are valuable for dramatic reproduction, which interpret the child's own experience. Consider which you can best spare from the list and what you may substitute.

It is worth while to forecast in this way. The prudent man foreseeth. You will be in less danger of overdoing one kind of story at the expense of another. Work over the rhythms and games suggested at another time. Consider whether they are progressive. Work them into several series—ask some doubter to read through the topics under "subject matter," your principal, perhaps, that he or she may see that there is a steady aim and progression through the year.

To have at hand in concise, printed form such a year's outline may materially aid you in convincing some one that the kindergarten program is organized. It is much easier to examine it than when in manuscript.

Its value to you, personally, depends upon your intelligent use of it. You are to guide, to develop, to train the child by means of these exercises.

Keep the child in mind as well as the program.

Paper patterns are invaluable, but there would be disaster if one attempted to use them for the real dress. There is much work for you to do, dear kindergartner, even with a well-organized year's program at your command.

PLAYGROUND WORK AND ACTIVITIES.

ANNA C. RAEDER.

The following is a list of work and activities which is suitable for playgrounds. Much regular kindergarten work cannot be used to advantage, so after seven years' experiences, I have discarded much and only use that which is of the most value to the child in his development. A great many activities has grown out, as it were, of the playground itself, by that I mean, that certain locations, certain tendencies, produce the incentive and material and ability for certain work and play. All this must be noticed, watched and made use of, for the success of that particular place. Then again, one class of children requires

different activities from another class. Schools very near together, but with children far apart in tendencies, must have differently arranged programs. Above all, the playground must be made interesting, social, vital, the place must be alive, by this, I mean orderly but active, activity in a quiet atmosphere. One of the busiest and happiest playgrounds I ever had was the most quiet. Right living, right acting, right playing, can be taught here where the large social spirit prevails. Helpfulness is a word much used here.

There are many different kinds of playgrounds, each requiring special treatment, and here again the work will be found to vary according to the needs. The parks carry on activities in the name of playgrounds; private clubs have playgrounds with activities, associations maintain playgrounds, churches and "Public Schools" open playgrounds. Each is distinct in its own way, and yet all is done for the same cause—the betterment of the young of our race.

The organization and supervision of the playground falls upon the principal. I have found that by giving a ten minutes talk to the teachers before we open up each afternoon, better results are obtained. These talks are in the form of suggestions not criticisms. I try to make them helpful in every way. Little things that have not worked out right are in this way corrected, and the work then has a certain smoothness.

In the assembly each day, I, as principal, give a five minute talk to the children on such subjects as "The Uses of Water," "The Dangers of the Sun Upon Babies and Children," "The Helpfulness of Sound Sleep," "The Sick Baby and Our Duty Towards It," etc. These little talks bear good fruit. They bring us all nearer together. The children feel that a personal interest is being taken in them.

The following I have found to be the best way for the division of children in a playground where all ages of children are admitted. Babies a day old, a week old, a month old, a year old, two years, three, four, and upwards to fourteen, the little mothers and then the real mothers and grandmothers.

PROGRAM OR SCHEDULE OF WORK.

Babies to 1 year old—

Rubber toys, rubber balls, colored balls, swings, hammocks,

Children from 1 to 3 years—

Activities, organized "Free Play" sand pile, sand boxes, pails and shovels; bead stringing, pegboards, building blocks, horse reins, paper dolls, cloth and rag dolls; brooms and dust pans, wheel barrows, express wagons and many other toys.

Children from 3 to 6 years—

1:00—1:30. Opening exercises:

Marching into school.

Good afternoon song.

Salute flag.

Songs.

Reading a story, etc.,

Talk, (5 min.), by principal to children.

1:30—2:15. Kindergarten occupation, first session.

2:15—3:00. Kindergarten occupation, second session.

3:00—4:00. Kindergarten games.

4:00—5:00. Story hour.

5:00—5:15. Housekeeping.

5:15—5:30. Marching and Ring games.

5:30. Dismissal.

Activities for children 6—10 years—

1:00—1:30. Opening exercises:

Marching into school.

Good afternoon song.

Salute the Flag.

Songs.

5 min. talk by principal to children, telling a story, etc.

1:30—2:15. Quiet games:

Puzzles.

Picture puzzles.

Checkers.

Dominoes.

2:15—3:00:

Story time.

Folk dancing.

3:00—4:00. Rappia.

4:00—5:00. Sewing hour.

5:00—5:30. Ring games in yard.

5:30. Dismissal.

Program for the girls over ten years: With these girls' clubs are formed for the work at different hours, a crochet club, a knitting club, sewing club, in which the girls are taught how to cut out and sew clothes for their babies and little sisters and brothers, they make dresses and underclothes. We also have a doll making club, this club has made some fine specimens of dolls, and have

dressed them. Many a child *never* has owned a real doll, the nearest they ever came to it is a rag tied around a piece of wood; but, oh, the joy when they have a real doll all their own! One child, three years old, kept her doll that was made for her for a whole winter and the next summer she brought the doll to show me; this had given her a whole winter's joy. The mothers become interested in the work, especially the advanced hand work. The mothers come for a part of the afternoon and bring their babies, and their work, sewing, and knitting; a large child relieves the mother from the care of her baby, and so the poor, tired mother has a little quiet rest, but busy rest, for she is always working, for a little part of the day.

The Board of Health doctor gives lectures to the mothers and little mothers twice a week. These lectures are mostly on subjects of vital importance to the mothers, in the care of the child, especially during the summer period. A trained nurse is with me all the time, giving advice here and there, whenever needed or asked. She gives talks to the mothers and older girls. She gives demonstrations on the bathing of a baby, the preparation of the food for a baby, the washing of the hair, the care of the hands, etc.

This nurse detects any skin and eye disease; tells the children where they can receive free treatment and care. Outings on the water, under care of doctors and nurses are given for the mothers and babies.

LIST OF OCCUPATIONS SUITABLE AND INTERESTING

American Flags—

Small size, 1 x 2 feet.

Medium size 3 x 5 feet.

Large size, 6 x 8 feet.

Made of chains, red, white and blue pasted.

Hammocks—

Large, medium, small, made of cord.

Dolls, made of rags.

Balls—

For the baby. Made in all colors. Made of worsted cut. Made of worsted with sewing needle.

Splendid occupation.

Dolls—

Made of paper, many kinds. Made of rags, without sewing. Made of cloth stuffed.

Made of raphia, two ways. Made of worsted.

Size: Large, medium, -small. We have made a very fine lot of dolls, which have given great joy to the children.

Frames—

Cardboard, worsted, raphia, paper.

Me make frames for the pictures the children bring to have framed.

Bean Bags: All sizes.

Scrap Books—

Medium, small, large.

Made of paper and cloth. The children made the books, and paste in the pictures which they have cut out. This is a valuable occupation in the playground as it brings in so many things, cutting, sewing, pasting, and arrangement and cultivates the sense of choice.

Face Masks—

Paper and cardboard.

Animals, Indians, etc., fruits, vegetables, etc.

Mats—

For baby swings: Cord, worsted, raphia;

Cord mats for the home for use on table for dishes.

Horse Reins—

Cord, worsted, raphia.

Cord Boxes—with raphia.

Hats—

Paper, raphia.

Brooms—

Made with raphia.

Pin Wheels—

Made with colored paper, clothes pins and tacks. These are durable playthings.

Kites—

Made of paper and string.

Picture Books—Illustrating three bear stories.

Very fine.

Crochet Work—

Mats for table; lace, wash clothes, slippers, caps, baby jackets, baby skirts.

Doll's Boas—

Worsted. Splendid occupation.

Doll Houses—

We make the house from orange boxes which the children bring, and they make rugs, and the furnishings, the curtains, the pictures for walls, the chairs, tables, stove, beds, bureaus, etc. This is one of our best occupations.

Drawing—

Nature objects: fruits, leaves, etc.

Folding—

Kindergarten folding with paper and oak tag.

Outline Animals—

All farm and familiar animals, also puzzles made from these.

GAMES SUITABLE FOR PLAYGROUND WORK.

Rig-a-Jig.	In My Hand a Ball.
Farmer in Dell	Number Children.
Lad and Lassie.	Catch ball, Center
Hansel & Gretel Dance	Touch and run.
Garden Bed.	Round and Round
Miss Muffet.	Village.
Jack & Candlestick.	Snail.
Wind and Sun.	Sand Man.
Bounce Ball to Music.	Quoits.
Bounce Ball to Children.	Game of Bags.
Throw ball to Music.	Catch around Chairs.
Throw ball to Children.	Right hand game.
Crosses Ball.	Find ball to Music.
The Stream.	Throw ball into Basket.
The Swing.	The Miller.
Hide Paper.	Days of Week.
Blacksmith.	Let Your Feet Tramp.
Shoemaker.	One, two, three, roll.
Carpenter.	Little Ball Pass Along.
Coach.	Let us Find a Hiding Place.
New Game.	The Bell-ringer—Excellent.
Train.	
Squirrel — 2 games in woods.	Musical Guessing Game.
Hide Eyes.	Postman.
Ball Race.	In the Garden.
Bee Games.	Oh, who will buy my toys?
The Family.	Welcome Little Traveler
Bowing Game.	Four Rings.
Rachel & Jacob.	Folk Dances.

Among these games are quiet, active and pantomime ones. Also use is made of dramatization of the song and story and poem.

SONGS.

The songs play an important part in the playgrounds, so much can be taught through song. Different kinds of song find their work to be done here—patriotic songs, nature songs, lullaby songs, all these come in the program of work. In the foreign element, just think what these mean to the tired children of the streets; even to think of a place where breezes play and pools are cool and clear is in itself a refreshing thing.

The lullaby song sung to the tired little babies by the little mothers, is such a lovely thing. In the beginning, you will find a little mother singing street songs to put her baby to sleep, after she has learned one or two of our lullaby songs, which we teach her at the playground, I find her softly singing her baby to sleep with one of the baby songs, and I know that she and the baby get more out of life by our lullaby songs.

Songs of the home.

Songs of the country.

Songs of the trade.

Songs of plant life.

Songs of the garden.

Songs of bird life, etc.

I will make out a list of songs, if you wish.

STORIES.

Stories to work with in the playground must contain something which is of real interest to the children with whom you are working. Stories must be chosen from a wide range. The story told at the end of the assembly is always an interesting one. Then the story-hour later on in the afternoon is a source of great enjoyment.

Three Bears.	Cedric.
Lion and Mouse.	Little Grey Pony.
Charlotte and Ten Little Men.	Little Jock.
Thumbling.	Little Grey Grandmother.
Tip Top.	The Three Little Bears.
Little Red Hen.	Story of the Year.
Wind and Sun.	Father Time and His Children.
Billy Bobtail.	Clocks of Roundain.
Grandfather's Clock.	Cinderella.
Dilly Dally.	

All the stories in "In the Days of Giants," Myths of Greece and Rome, in "Children's Hour," nearly all stories in "Children's Hour" which includes all that is best in the world for children's literature.

Boy and Billy Goats Loma and Noma.
 Three. The Grey Champion.
 The Sky is Falling In. The Bee and Dove.
 Hiawatha. Bird with Broken Wing
 Little Peachling. The Proud King.
 The Happy Prince.

Many stories can be used from "Gesta Romanorum."

Briar Rose. Princess and Glass Hill.

OBSERVATION AT ST. VERONICA.

This kindergarten is a private one, run under the direction of St. Veronica's Church.

Director—Miss Duccy.

Assistants—Misses Beckers, Emmuluth, Sonheim.

The room is large and bright, having eight windows, room faces northeast. The decorations were not good, arranged in no particular order.

Four kindergarten tables, blackboards, steam heat, aquarium with fish.

The children were clean and bright, 131 on register with an average of 65.

Good management.

Time division: Ring 9—9:30.

Exercise,	9:30—9:35
Gift,	9:35—10:20
Finger Play,	10:20—10:25
Recess,	10:25—10:45
Resting, quiet	10:45—10:50
Occupation,	10:50—11:05
Games, 1st session, . . .	11:05—11:20
Games, 2nd session, . . .	11:20—11:40
Dismissal,	11:45—

Opportunities for self-activity.

General atmosphere—Cheery, bright, and fine.

Total impression—Well conducted kindergarten.

THE CHANGING POPULATION OF OUR LARGE CITIES.

(By Anna Garlin Spencer.)

It is estimated that our present population in the United States is over eighty millions. It is common knowledge that in the years since 1842 there has been a stupendous increase in immigration, over a million and a quarter in 1907 being the total of those seeking our shores. What the present census will give as final figures we do not know; but there is no sign of radical diminution, rather of increase,

in the tide of immigration setting toward the United States. More than thirty-four per cent of the population of the United States is wholly or partially of foreign parentage.

More than three-fourths of the foreign-born population of our country live in the cities. Many of the others live and work in the manufacturing and mining towns that approximate in social conditions the larger cities, those that develop the slum and show undemocratic contrasts between the rich and the poor; and these smaller industrial centers have few or none of the agencies for social uplift found in the great cities. Out of the large mass of immigrants only a small proportion are professional workers or skilled laborers. Most are manual toilers of a sort inevitably at great disadvantage in the modern demand for skill and efficiency.

The connection between this mass of foreign population and illiteracy is significant. Of the population ten years of age and over not being able to speak English we number about one and one-half millions, somewhat over eighty per cent of the foreign population being thus handicapped in their new relationship of life. The native born of foreign parents, however, show a very small percentage of illiteracy, proving that the foreign parents and the tax-supported school system unite to give the "little citizens" a chance to become true Americans.

There is, however, a chasm that stretches between the real life of the parents who know only a foreign tongue and must, therefore, live in a foreign land so far as actual experience goes, and the children who, early mixing with the school children of all nationalities, become speedily imbued with some, at least, of the American ideas. This constitutes in its invasion of the family unity a social danger; moreover, the connection between the immigrant population and the ballot is of deep concern. We have a population eligible to vote of about twenty-one millions; at least ten per cent of this number is illiterate. Many of these illiterate members of the electorate, be it remembered, are native born of native born. In the South there is a black cloud of ignorance dangerously near the ballot box; and it is not all a blackness of color of the skin; far too often it is an inner darkness of ignorance that a white skin covers but does not conceal. We cannot say, therefore, that an illiterate electorate is always foreign born. The more than five millions of foreign-born voters, however,

foot up a heavy mass of illiteracy. Over sixty thousand illiterates of voting age in the State of Missouri alone, and over one hundred and thirty thousand illiterates of voting age in Pennsylvania alone, show a bad outlook for an intelligent ballot. If we add to illiteracy a condition of partial allegiance to another country, as in the case of the not yet naturalized alien, we have another source of political danger, and it must be remembered that in one-half of our states an alien can vote if he has signified intention to become naturalized.

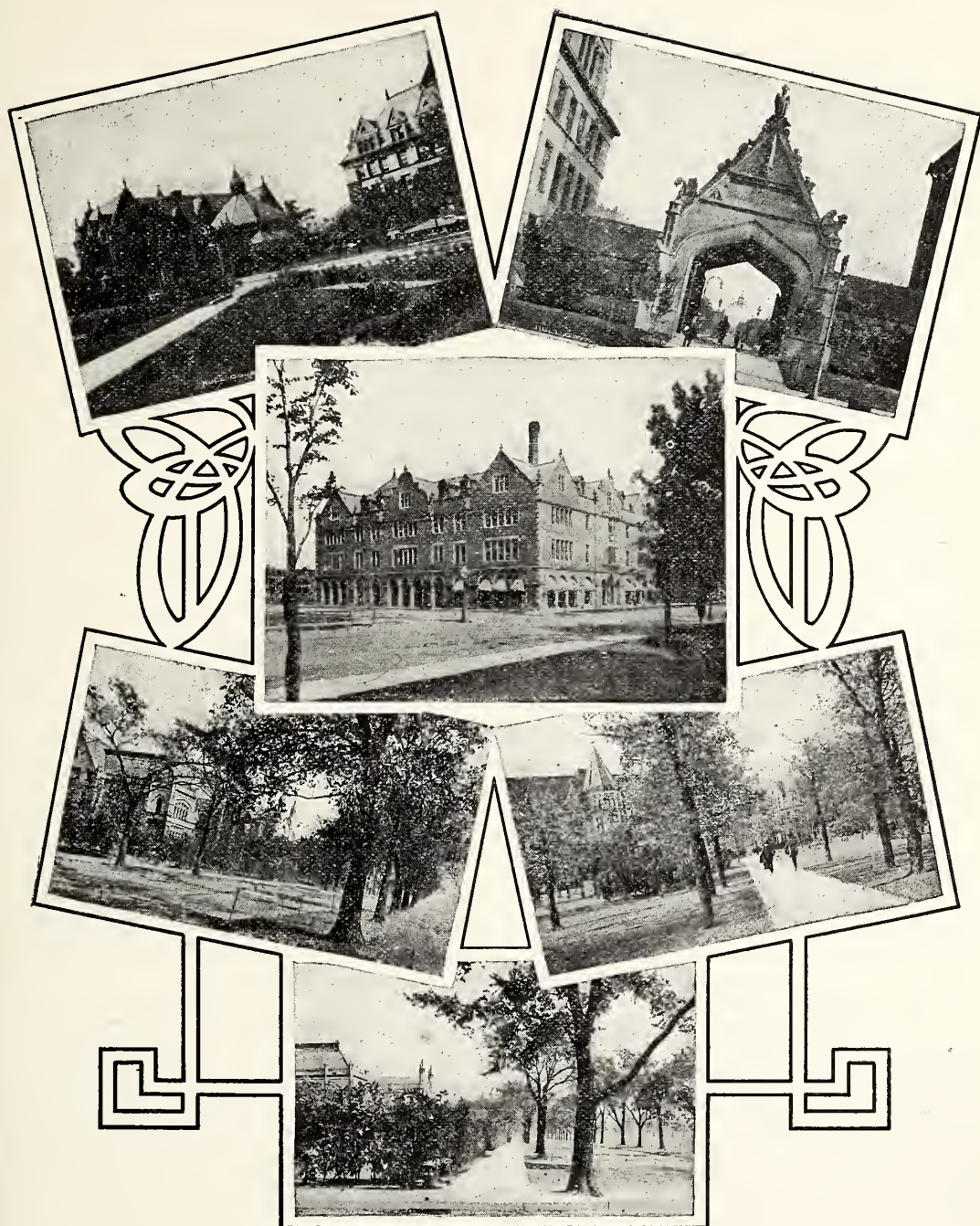
Moreover, as has been often pointed out, the character of the immigration to the United States has changed radically, while its volume has been so tremendously increased. Up to the year 1870 we had an increasing stream of near relatives coming to us from the Old World—English, Irish, Scotch, Welsh, Scandinavians, German, all first cousins of the blood and having similar history, traditions, and ideals. During these later years we have had a vast influx of peoples much more remote in political experience, general history, literature, and religious life. From Austria-Hungary, from Italy, including Sicily and Sardinia, and from Russia and Finland, we have a mighty army of immigrants landing at our principal ports each month. Nearly a million from these three countries during the year 1907, and an increasing number from Russia must be expected, since we now hear rumblings of more bitter and cruel persecution of the Russian Jew.

These Slavs, both Jewish and Christian in inheritance, are a different folk from those we have known in the past. Their standards and ideals are many of them at variance with our early stock. So, also, the Italians from the lower levels of that sunny land are far different from the peasants of the hill towns who came first, and from the cultivated Italian gentlemen who sometimes cast in their lot with us. We have now a problem of assimilation unlike any that ever before faced an organized society. It is not alone a question of numbers, although that is difficult. Can we make place and room and give work-opportunity to so many newcomers each month? It is also a question of compatibility of nature. Can we walk in peaceful and helpful company with so many people whose habits and ideas and tastes and qualities are so unlike the people who made this country what it is? It is easy to "poke" fun at the term "native" and point out that the original "first families" of the United

States are the American Indians. It is easy for the immigrant, if he is clever and satirical, to question the right of any one in "this new country" to pride himself on being of the "Old Stock." But the patent fact remains that there was a distinct type, or two or three types, of human creature, with kindred experience, and similar literature, and well-defined political identity, that made this land after a fashion that the later comers thought sufficiently desirable to immigrate to! And the question is, can we keep it desirable? How large and how varied an assortment of vastly differing types of human creatures can our special sort of civilization stand without losing the characteristics which gave it significance? "It is a question of distribution of population," say many of the wisest and most humane, and I assent to that, but add, it is also a question of education. We need to scatter the newcomers before they have become afflicted with New Yorkitis, or the fascination of any other already congested city with too many citizens of foreign birth. But wherever they go and stay we must be sure that we undertake a radical and persistent work of education, not alone education of the children, but of the parents, in order that the chasms between one set of the people and another may be closed as soon and as completely as possible.

It is not enough to say "no alien shall vote"; it is more vital to say no one shall be allowed to remain alien in spirit, or in habits, or in ideals, if sympathetic and ingenious educational effort can make him truly one of us. It is not enough to raise the barriers between the immigrant and naturalization; it is far more essential to remove the mental and moral and social barriers that exist between the varied elements of our population.

We are doing this in many important particulars in the case of the native born of foreign parentage, but the process often makes as well as mends social mischiefs. Nearly twenty per cent. of our population is in public school and under charge of a half million teachers. We are thus making American citizens by the wholesale, often out of the children of men and women who themselves live in the memories of the old country and watch the process of change in their children always with amazement and often with fear and a sullen resentment. This attitude on the parents' part is not alone because the process is one away from their own lives and inherited ideals and standards. It is often because we



SOME EDUCATIONAL INSTITUTIONS OF AMERICA.
University of Chicago, Chicago, Ill.

have not yet learned to help this younger generation take the natural steps of growth and, at the same time, to preserve the inestimable values of filial affection and family autonomy. "We must assimilate the children," we say. Yes, surely. They are to help make the composite America of coming generations. But we must also learn somehow the difficult art of assimilating the parents as well, in far more effective fashion than we now achieve.

It is here that the art of the kindergarten, with its close hold of the home on the one side, and its close hold of the developing personality of the child on the other, can do its finest work. A foreign substance in the body politic is as much a cause of disease as in the physical life of the individual. We cannot have healthy communities in which the children only are taken into the essential life of the community and the parents and grandparents left quite outside. It is a fact that we have within all our great American cities several groups of wholly unassimilated and foreign populations; a "little Italy" not becoming American; a "little Russia" not at all mixing in thought and aspiration with the new world so far as the elders are concerned. Many hyphenated names, "German-American" and the like, emphasize class divisions. Much of the social separation constitutes a social danger. That danger is not lessened materially by denying a vote to any class of aliens. It is, indeed, an added danger in a republic to "see rights for which the one hand fights by the other stricken down." The effort to justify a denial of the ballot to any alien class, or to any native class of citizens, is an effort that returns, boomerang fashion, to endanger the very foundations of our political life. No, it is not any specific mode of expression of an alien life in the midst of our communities that constitutes our political and social danger in respect to immigrant populations. It is rather in the alien life itself. We are a house divided against itself; we are a people now so mixed in population, so differing in ethical standards, and so widely varied in tastes and ideals that the unity of corporate life which is essential to continuous and healthy social development is difficult, if not impossible.

Education, then, in its largest sense must be the social solvent and the unifying influence. If so, then we must not leave any children unprotected by the compulsory education statutes until the age of eight years. There is plenty of time before that period is

reached to spoil a pretty good specimen of the genus baby! Nay, we must reach much farther down toward the cradle than the compulsory education laws of most states have yet done, if we are to save the children and make them truly American citizens; and especially if we are to work educationally at the parents, also, in order to give race culture through the household rather than through the individual alone. We cannot, however, justly compel a little child to attend a sort of infant or primary school which is bad for his body or cramping to his mind and his moral nature. There is good reason why parents should resent, if they knew enough to do so, being compelled by law to send a child at any age to the ordinary old-fashioned primary school! On the other hand, from the age of four years the children who have not ideal conditions at home, and many of those who have, should be in a suitable place of educational influence.

I have no hesitation in declaring my own belief that at four years of age the child, all children, should be under educational charge, compelled, if normal in body and mind and moral sense, to attend some sort of public school, or its equivalent. Of course, in this presence, all will admit that the only proper school to compel a child of four years to attend is a good kindergarten! Let us take our stand upon that point, and say that especially in the mixed population of our cities and towns, and especially in cases of foreign parentage, there must be a compulsory educational provision that reaches down to the fourth birthday and sets the child in right educational relationship in the kindergarten at or near that age. If this were done, then we have a legal basis for the work with the parents. This is true in two vital ways: First, the kindergarten begins the education of the child at a point where the family life is made most important in the training, and the kindergarten furnishes the most natural source of contact between the home and the school.

The first point is often overlooked. What is it we wish to avoid in training our little citizens of foreign parentage for their life in this new country? We need most of all to avoid widening the breach between the parental experience and the conscious life of the child. If we do not send the child to kindergarten, or if we send him there too late for the finest pedagogical effect, then the appeal of the studies, of the atmosphere, of the ideal-

ism of the grade school toward the state and in a real sense away from the family life works some harm. On the other hand, in the kindergarten the plays and the occupations, the appeal to the emotional and imaginative elements, the actual and the implied tendencies of influence, are most of them directly in the line of parental and filial affection and related definitely to domestic experience. This has a subtle but a most vital significance in the education of the immigrant's child. The first touch of the educational system of this new world should be one that thus takes the child along with his family experience into the new world. This the kindergarten does as no other element of school teaching can do.

The spirit and some of the methods of the kindergarten have already pressed upward to include the lower grades and this is well. But most children are ready for the true general kindergarten influence at four years of age and should have it. In that early budding of his individuality the child can be kept still at one with his family life by the kindergarten. Also, what is quite as important, the kindergarten forms the natural connecting link between the home and school, by means of mothers' meetings and the rest of the systematic work, with and for the home. What I am here to plead for is an earlier compulsory protection of the child in its educational right and opportunity and, therefore, for a great extension of the kindergarten work; and especially to plead for it as a social necessity in the changed population of our cities. "The piety of the school is patriotism," says a wise statesman. That is true, and we need that the cultivation of that piety should be far more thorough and more fervent than we have yet attained in the public school of America. But the piety of the home preceded in human development the piety of the state; and it must be taught, made conscious, developed to its proper strength, if at all, in the earliest years of life. Only the free and co-operative method of the kindergarten can do this work. I look to see a different stratification of our public school in the United States; the first four years, four to eight, to be dominated wholly by the philosophy, the methods of correlation with the home, and the ingenuity of appeal to the personal initiative, which characterize the kindergarten.

To such a four-years' course no wise legislator would hesitate to compel attendance of all children whose parents could not offer an

equivalent in home culture that experts would pronounce equally pedagogical in theory and in technique. We should begin with the little ones to make them fit for family membership; and with the next older for purposes of living together in the wider circles on a basis of universal culture; and last of all, fit the young for special usefulness in the world of work. We must begin with the smallest children to fit them for family life more especially in the case of the immigrant family, for it is they who most need retranslation of the home relationship in terms of the new social order.

The public school of America is the great physical, mental, and moral diagnosis station of the world! In it as nowhere else do we learn the actual standards and attainments of the people as a whole. Not alone the children are "investigated and reported upon" by the school physician and the school nurse! The family life is revealed, the parental conditions portrayed, by this inquiry into the conditions of the children. We have entered socially here in America on a unification of standards in regard to health of personal and of community life. A certain minimum of sanitation and hygiene in the streets, in the shops, in the houses, and in the recreation places must be obtained. Here the school aids greatly; but sometimes to the surprise and disapproval of the adults affected. For example, a teacher in a sub-primary school had a little pupil in charge whose clothing and whose person were far from meeting the health requirements of cleanliness. Sending a note home to the mother, the teacher begged that little Mary be given a bath and a clean dress, and added, "She does not smell as sweet and fresh as a little girl should." Upon which this laconic epistle was returned, "My Mamie ain't no rose! Don't smell her; learn her." There was a discriminating analysis of the difference in function between a rose and a small child which spoke well for the native intelligence of the mother, but the obvious failure to understand the demands of our modern life in point of personal hygiene showed the need for a close heart-to-heart and hand-to-hand contact between parent and teacher!

The warfare against tuberculosis which is giving us tragedies of family separation unknown in previous treatment of that disease; and the Board of Health regulations in respect to all contagious diseases that force the child so often out from the home to a strange

and dreaded hospital, these are elements of social control that emphasize the pathos attending the unifying of standards of public and private health in such a mixed population as we have in the United States. I know of no agency in social life that is doing so much today to start the child aright in this direction and at the same time keep in sympathetic touch with the parents, as the kindergarten. Again, in the civic duties which the school later definitely prepares for, the kindergarten offers a unique preparation for the children of foreign parents. The "civics work," the "school city" mechanism, the "self-government" devices of the grade school and the high school, all point toward a conscious and determined effort to make a rule of conduct and a habit of association which shall serve the best interests of all in a democratic order. This is a great advance in school training and is already making a fine impress upon our political ideals and methods. We must greatly extend this movement and make it more highly intelligent if we are to learn how to live together in peace and mutual respect.

There is, however, something that properly comes before such a conscious effort toward self-government for the common good. It is an experience of the value of co-operative association. The plays of the kindergarten and its ordered activity alike show the child that which he cannot learn most fully by didactic instruction, the value of the fraternal spirit, and the waste and loss of the selfish attitude. This is what the immigrant child of all others needs most to learn; this is what the child who must live with the immigrant child for a generation needs most to learn, also, and in some vital way of experience.

A little child in a kindergarten, palpably cross and out of sorts, once refused to join in the pretty play of "Rippling, purling brook," standing off by himself with frowning face. After a while the magic of the song and the fascination of the movements of the rest of the children as they followed one another in the windings and doublings of the "make-believe" stream so wrought upon the little malcontent that he began unconsciously to follow the movements of the children and to hum the song. Whereupon a little comrade, observing this, cried out in astonishment, "See Jamie's trying to play ripply purly all by hiself." To have once

had such a demonstration of the folly of trying to be in the tide of human sympathy and yet stand aloof from it, is a real experience of democracy beside which all axioms are pale and ineffective. To learn in earliest life that one must be inside the circle of human interests in real sympathy and hearty co-operation in order to truly play the game of life to advantage, this is a priceless possession.

In the mixed population of our great cities continents of racial difference and centuries of diverse experience are to be bridged, if at all, by a few years of education. What can take the place of such a vital experience of the social value of good will and unselfish helpfulness as the kindergarten gives at its best? Especially is this required in the early training of the child of the foreign parent bewildered by the new experiences and new demands of the new social environment and needing, before definite training in political duties, a fresh demonstration of the value and the existence of good will. What shall make up to the child of the more settled home life, whose parents perhaps speak slightly of the "new people" that have come to share our country's privileges, for loss of the kindergarten's love'y testimony, actual living together in friendliness, that we are all brothers and sisters "under the skin"? The philosophy of the kindergarten reaches through all superficial differences to the universal elements of life and experience. In this is its great social value.

A mother living on the lower East Side in New York, full of reserves and suspicion of a people oppressed and persecuted, was shocked at the teaching her son received in physiology in the physical culture class of his school. The boy was probably filled with the missionary spirit of a new convert, and had tried to teach his mother things she either thought she already knew or believed should not be known by anybody! At any rate the teacher received a note to this effect: "I don't want you to talk to my boy about his insides. I want you to learn him what he must know to get a working paper." Our mixed population are all alike in this, they must sometimes learn something to enable them to get a living; and that presses hard and early upon the poorer people in this economic struggle of our time. But the boy must learn about his "insides." Not alone the bodily needs and how to healthfully meet

them, but those more interior demands for mental strength and resourcefulness that can alone fit him to make and keep a proper place in our civilization; not to get his "working paper" at fourteen and enter some "pocket industry" from which he can never attain economic efficiency; but to wring from his hard struggle with fate the ability to be a successful factor in the world of industry. And more than all the child must learn those innermost needs of the moral life, self-control and the power to live in right relations with his kind. How shall the widely-differing elements of our American cities learn these things that make for personal and social welfare except they learn them early and learn them together? Afterward social cleavages of money and station and varying personal gifts may divide them; but if in the true cosmopolitanism of early childhood they have really perceived the brotherhood of man and the virtue of mutual helpfulness, the worst suspicions and antagonisms cannot arise.

How shall the land that has offered a refuge to the oppressed of all the races and climes of the earth keep fast its own integrity, and grow along the lines of its own genius, except the life of its children be early fused in truly democratic ideal and practice? How shall the immigrant child keep his rooting in family affection and filial trust except the first institution he is influenced by, the public school, gives him a new translation of that ancient safeguard of the young in terms of the modern life? And how shall these United States fitly profit by the wealth of human variety that is now being poured into its "melting pot" except the true value of each child is early discovered and developed? It is meet and fitting that in an International Kindergarten Union this great question of racial association should be discussed. Here, if anywhere, may we not clearly see that the little black child has something to give the white child, as the white the black? Among kindergartners, if anywhere, we may find appreciation of the fact that the bright-eyed Italian with his love of beauty may help the more sober and morally sensitive Scandinavian playmate, and that he may be helped in turn. Here we may feel sure that the precocious and studious Slav may exchange moral values with the happy-hearted, play-loving Irish seat-mate; that the accurate and pains-taking German

student may receive as well as give to the artistic Hungarian; that the argumentative Scotch and the practical English temper may cross influences to mutual advantage; that the scion of the "old American family," born to fastidiousness of taste and a scrupulous conscientiousness, may not be altogether the worse for finding intimate companionship among the children of those races which exemplify kindness rather than thrift, and lovely manners rather than strict truthfulness.

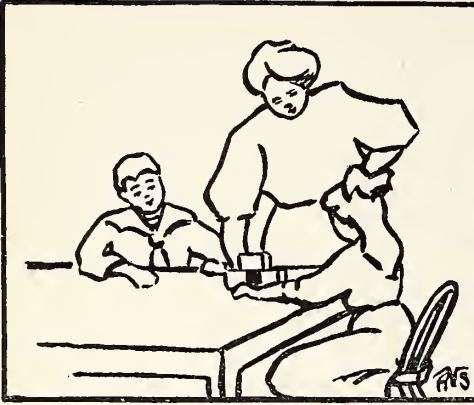
For good or for ill our nation is involved in a mighty mingling of racial traits and inheritance and present experience. For ill, surely, unless we can learn to mutually respect each the other's best qualities, and fiber our social relationship upon that best and not upon the worst we see in our neighbors. This mingling will be for good, in the making of the future American that may be, if we can build a bridge of sympathy and mutual liking and true co-operation for common good, between the differing peoples in this our beloved country.

"This laborious investigation I am aware must appear superfluous to those who think everything is to be done by felicity and the powers of native genius."

I take it that it is for this mighty task that the kindergarten has "come into the Kingdom" of the Public School of the United States.

Pittsburg, Pa.—The Pittsburg Dispatch says: The Pittsburg and Allegheny Free Kindergarten Association has been fortunate in securing for its benefit this year Miss Ellen Terry, who will appear at the Nixon Theater on the afternoon of Tuesday, November 22, in "Shakespearean Heroines," with illustrative acting. The work of the association with the little children of our cities is too well known to need comment, appealing to all who believe in the value of right foundations. The work receives generous support from the board of education, but in order that the philanthropic side of the work, which it emphasizes, may be carried on, it is necessary for the association to supplement their support. It has been its policy to appeal to the general public for support only on alternate years and the generous response in the past has made the kindergarten benefit a notable social event. The regular meeting of the association will be held on Friday, September 30, when committees will be appointed and all preliminary plans made.

"Without kindness, there can be no true joy."—Carlyle.



PRACTICE DEPARTMENT

KINDERGARTEN OCCUPATIONS.

Brushwork, Clay Modeling, Drawing.

(Mary A. Brown, *Child Life in Our Schools*.)

Brushwork.—It will be noticed in the syllabus that various occupations are allotted to the different classes. But these are not rigidly adhered to. Any class may take any occupation, provided that the exercise chosen is suitable for the child in his present state of development. The work of one week may be best illustrated by brushwork. Another subject may not afford opportunity for using the brush, but may be well illustrated by paper folding. Whatever occupation seems best is used. This allows for great latitude on the part of the teacher, who has a great variety from which to choose. The occupations of drawing of various kinds, clay modeling, and brushwork or coloring are in use from the lowest class to the highest. These occupations are of the greatest educational value, and should, I think, come first in every school. Clay modeling induces manual dexterity of both hands, as both are equally used. Nicety of touch is also promoted, as great care must be taken in putting the finishing touches to any model. Brushwork and coloring satisfy, and train to greater perfection, that love of color which is instinct in young children, while drawing is one of the most natural modes of self-expression to a child. To my way of thinking these three occupations most fully satisfy, please and educate the child, and they are the three which lend themselves most readily to illustration of Nature work. Almost every week's work can be illustrated by means of drawing, brushwork and clay modeling.

Some people start brushwork with the babies, but this is only possible where there

is an extremely small class, certainly not more than ten or twelve. With us, coloring takes the place of brushwork until the children are five years of age. Every week a picture is printed off for them from the ABC copier, and they are allowed to color it with crayons.

Then, when they are five, they are promoted to the dignity of paint and brushes, and great is their delight. They start by learning the correct way to handle the brush, and how to place it in various positions. Then they do a little blob work, to accustom them to the use of the brush. But as soon as possible they proceed to painting from Nature, sometimes by means of blobs combined with free work, while sometimes purely free work is done. This occupation is, I think, the one best loved. To see a class of Standard I children, all with their favorite flowers beside them, painting from Nature, is a charming sight. Their intentness and complete absorption, their attention to detail, their critical attitude, are perhaps best displayed in a painting lesson.

From the very first, purely original work is encouraged, and in Standard I the children are very rarely shown exactly how to paint their specimens. As a rule, a Nature lesson precedes the brushwork. This helps them to notice all the little details which have to be reproduced, and generally this is all the help they get. Sometimes if the subject is a very difficult one, the lesson may be taken step by step, but if this is the case, it is always followed in a few days by a repetition of the lesson, when the children are expected to paint the specimen entirely unaided. But these occasions when direct help is given, are very rare indeed, perhaps not twice in a term. Better for the children to spoil a little paper than to have

their power of initiative and spontaneous production hindered and perhaps destroyed. As I have said with regard to drawing from Nature, this free work shows in a way that nothing else can do the limitations and imperfections of the mind of the individual child. As he sees, so he endeavors to reproduce, and his very peculiarities of vision which are now faults, may be turned to good account by opening up to us and to him new avenues of thought and production.

In the ideal school of the future every child will have his own paint-box and brushes, and mix his own colors. But we have not attained to that yet. Sufficient paint for the class has to be mixed beforehand and put out on palettes. Standard I have special palettes, with three divisions, as they often need three separate colors in the same lesson. The painting of cherries requires three colors, brown, green and red, for the stem, leaves and fruits respectively; so with the painting of lilac, laburnum, apples and pears, where a small portion of the branch has to be painted first.

We always provide the children with good-sized sheets of paper for their brushwork, so that their movements are not cramped. As a rule, a square 7 inches by 7 inches is allowed for each child. For long-shaped studies, such as those of the tulip, daffodil or moon-daisy, a piece 7 inches by 4 inches looks very effective. Last autumn we painted chrysanthemums on long panels of tinted paper about 12 inches by 5 inches. Very bold work was done on them, and they looked charming when mounted. Moon-daisies are very effective on bright scarlet or dark-brown paper, but in any case, whatever paper is used, the white paint must be thick, or there will be no result, and it must be gone over two or three times, for the paper absorbs a good deal of Chinese white.

Snowdrops, crocuses and violets look best on an oblong paper, but in this case the long side of the paper should be parallel to the long side of the desk, not at right angles to it, as in the case of the chrysanthemum or daffodil.

Besides papers, the children all have their own brushwork books, which they use in turn with the papers, sometimes one and sometimes the other. Lilac is a rather difficult study to paint, as the flower is so small and the inflorescence so massed. I have never seen it shown in any brushwork book,

so we had to originate our own way of painting it, which is decidedly after the impressionist school. Still the treatment gives a very pleasing effect. In order to represent the flower, the brush is held upright, at right angles to the desk, and with the wrist and forearm pressed to the desk, so that the hand works freely from the wrist, small dots are made, with here and there a blossom painted, until the shape of the bunch of lilac is complete.

Poppies again are difficult, and we only get a few really good representations, but cornflowers are most charming things both for painting and free crayon work, and done quite easily by the children.

When painting tinted leaves, each child is given a leaf, and then allowed to ask for the colors he will need to faithfully reproduce it on his paper. This enables one to discover any tendency to color blindness.

We often use a certain flower as a basis for forming designs. Such flowers as the tulip, crocus, Canterbury bell, cornflower, and violet, lend themselves to the purpose of design. The design may be produced with either paint or pencil and crayon. The children love to originate these for themselves, and some of them show great talent in arrangement of detail.

With regard to the time devoted to this subject, the older children get two half-hour lessons a week, as a rule, in spring, summer and autumn, when there is such an abundance of material for Nature study. In the winter one lesson a week is given. We should like to be able to give more time to brushwork, but that is impossible, unless one specializes, and that is hardly advisable in an infants' school.

Care should always be taken that the colors used are as true to life as one can possibly get them. To some people green is just green, without distinction of shade, and whether they were painting a violet or a lilac leaf they would mix the same colors in the same proportions. It is a pity to supply children with colors mixed in this way. Instead of developing and training their fine sense of discrimination, such treatment will serve to blunt and destroy it.

Paint brushes will last for some time if properly used. Get good brushes in the first place, and then take care of them. Children should never be allowed to put them in their mouths, and after using they should be

cleaned by taking about four at a time and shaking them well in clean water. Then in order to dry them a little, and bring them to a fine point, hold them in the hand with the hairs pointing to the floor, and give them a sharp shake. Finally place them with the handles downwards in a mug or jar, so that all the points are upwards, and not coming in contact with anything. The receptacle should not be a tall one, or the points of the brushes will touch the sides.

In Nature brushwork, as in everything else we try to get the children, not to reproduce a *generic* flower or fruit, but to show the well-defined characteristics of their own particular specimens. Much more is thought of the work of a child who has tried to paint what he can actually see, even if not represented very accurately, than that of another child who has painted what he thinks he ought to see. In many cases the actual workmanship will be poor, but one should not primarily aim at strict accuracy and fineness of work. If the child has tried (as he will) with his whole heart, soul and strength to show on his own piece of paper, with his own hands, what his own eyes have seen, and his own brain understood, that is as much as we can expect of him, in the infants' school.

But it is really surprising how these small children can be led to be artistic in their painting; how they can be taught to see that the leaves on a twig do not look naturally represented if you stick them on stiffly, one under the other. They will soon learn to notice that if you wish to represent the leaves as *growing* from a stem you must make the midrib slant or curve *towards* the stem.

One great aid to improving the accuracy of brushwork is not to correct the child's mistakes yourself, but to get him to say where his work is wrong, and what is wrong, by comparing his specimen with his reproduction of it. He will not make that mistake again.

I hope that the photograph showing brushwork done by the children will make these points clear. I have tried to show as many different studies as possible, with just a few children's representations of each, so that the individuality of the work may be seen. Of course there are occasions when the whole class has to copy from one specimen, which is placed in a prominent position before them. In this case there will naturally be some

similarity in their paintings.

I append a list of some of the subjects we have taken with Class 1 and Standard I, the simpler ones only being taken by the sixes.

BRUSHWORK TAKEN WITH CHILDREN OF SIX AND SEVEN.

Spring Term.	C
Snowdrops and leaves.	Caterpillar on leaf.
Crocus and leaves.	Butterflies.
Daffodil and leaves.	Sweet peas.
Tulip and leaves.	Wild roses.
Violets and leaves.	
Autumn Term.	
Primroses and leaves.	Wheat, oats and barley.
Anemones and leaves.	Harvest mouse's nest.
Cowslips and leaves.	A windmill.
Bluebells and leaves.	Apple and leaves.
Bulbs in various stages of growth.	Pear and leaves.
Twigs and buds of trees in various stages of growth.	Plum and leaves.
Birds' nest in a tree.	Oak leaves and acorn.
Bulrushes.	Horse-chestnut leaf.
A fish.	Sprays of hazel nuts.
Summer Term.	Virginia creeper.
Sprays of lilac.	Tinted blackberry leaves.
Laburnum.	Sycamore and ash seeds.
Poppies.	Beech-nuts, etc.
Cornflowers.	Hips and haws.
Canterbury bells.	Chrysanthemums.
Moon-daisies.	
Clover.	Winter Term.
Cherries and leaves.	Ivy leaf.
Strawberries and leaves.	Sprig of holly.
Sprays of beech.	Spray of yew with berries.
Sprays of elm.	A fir-tree.
Bees.	Mistletoe.
	Leaves of trees (pressed, dried and mounted).
	Designing.
	Painting Christmas cards.

HOW TO DISARM CRITICISM ON THE PART OF A SUPERVISING OFFICER.

Jenny B. Merrill, Pd. D.

Text: "Trifles make perfection, but perfection is no trifle."

One of the most discouraging features of the work of a supervising officer whether principal, director or superintendent is the failure of teachers to appreciate the text we have chosen for the present article.

Especially when visits are infrequent to a teacher, it is very trying to feel obliged to call attention to trifling negligences, and yet, it is true that on opening the door of many a classroom, a disordered desk, a hat out of place, a closed window, a window pole standing where it may fall as a child runs to hide in the next game, a plant standing on a wooden window sill or on a piano without the protecting saucer, a vase of faded flowers, unwatered plants, an aquarium with dust and air-bubbles proclaiming the approaching destiny of the much-pleasured gold

fish, unnecessary scraps or clay on the floor, and (tell it not in Gath), a scrap basket overflowing, with possibly a darkened floor space all around it, children's lunches in a corner on the floor of the wardrobe, the wardrobe doors ajar, but halt—no one ever did it all, however, if one or two of these trifles (?) greet the eye as the door is opened, criticism is **NOT disarmed**, to say the least, though it may be in a measure if **courtesy** with all her precious inner meaning and her gracious outer manners steps to the front.

"But here supervising officers differ," you may interpose. Some prefer a teacher to go right ahead with her work, hardly noticing an entering visitor.

"Circumstances alter cases," as Mrs. Partington used to say.

No superintendent was ever more truly courteous and loving at heart than Col. Francis W. Parker, but when his schools became so famous at Quincy, Mass., and later in Chicago, that visitors made pilgrimages from every State in the Union, it became necessary to devise an unobtrusive manner of entering a class room and all friendly greetings were omitted except upon unusual occasions.

I can conceive also that in Normal schools and in model schools and in some elementary classes that have attracted unusual attention by the introduction of certain methods, that it is most desirable to omit formal introductions of visitors, or even any recognitions except possibly a slight inclination of the head, but in this article we are writing of the simple, everyday classroom which seldom has outside visitors, and can afford and indeed should welcome any opportunity to teach a courteous reception of a principal or other supervisor.

"And what is such a reception," do you ask?

We answer that it must differ according to the temperament of the official, the frequency of the visits, the age of the children and possibly other minor conditions.

Do you begin to see why a teacher needs a high school or college graduation; why she needs to have studied psychology and ethics? It is indeed, not that she may re-teach the higher branches, but that she may have felt their energizing forces in her own soul, that she may have a cultivated imagination and a trained judgment,—a nice sense of social discriminations.

A fine home life with a cultured mother may do more than all the higher studies combined to develop social tact, but **the school** in our land, and especially in our larger cities where thousands upon thousands of boys and girls are now rising from uncultured homes to the dignity of the teacher's chair, must, above all, develop courtesy and good manners.

How much the children learn incidentally and indirectly by this attention to courteous manners! How grateful we kindergartners should be to Froebel who with his inimitable simplicity and foresight introduced "The Greeting" in "Mother Play and Song." Let us speak of it to mothers in the

mothers' meetings.

How much more hearty and genuine a kindergarten morning greeting may be in some kindergartens than in others, only a supervisor who has the joy of hearing it many, many times can truly describe.

But can she describe the differences? Only in part. Here our text surely applies, for "Trifles make perfection" even in a greeting.

Is it good manners for the children to greet each other, much less a person in authority as a teacher, principal or supervisor, while **sitting down**?

Surely when a friend enters your own home, the very first act of courtesy is to **rise** and **step forward**.

Shall not our children learn this even from kindergarten days?

Only a very few times has a kindergartner ever failed to rise if seated when the writer has entered her class room, but the failure to do so remains to this day as a disagreeable impression.

Why should not the children while singing the morning greeting rise from their little chairs and step unconsciously forward in the ring shaking hands with first one and then another? Why should they not be led gradually to feel that the song must be **first** to their teacher and not to themselves if it is repeated as it often is; why should they sing formal greetings to chairs and tables and other inanimate objects? This custom is almost universally discarded in kindergartens.

The North American Indian gave greetings to the Sun, feeling deep reverence as he did so, hence our half civilized little folk may profitably be permitted to sing greetings to the sun, but we would not carry the matter further even with children.

Politeness and true courtesy once established become the real keys to a well ordered and well disciplined kindergarten. It is really hard to be rude or disrespectful to a very polite person.

Politeness, if genuine, disarms vulgarity.

Some one has said, "To be polite is to do the kindest thing in the kindest way."

While teaching necessarily the forms of politeness which have crystalized gradually in civilized society, let us never forget its inner essence.

(To be continued.)

MOTHERS' MEETINGS.

Suggestive Outlines for Kindergarten Mothers' Meetings.

By Department of Education, New York City.

A special effort will be made during 1910-'11, to extend the influence of the regular monthly mothers' meeting in connection with our kindergartens.

The three following outlines have been prepared by the director to suggest various topics for Mothers' meetings in different localities:

1. Work and Play in the Kindergarten.

October—The use of balls and building blocks as a means of education. Exhibit. Kindergarten building gifts. Fall decorations.

November—Nature work during the fall as a

preparation for the Thanksgiving festival. Exhibit of children's work in drawing, painting and modeling. Sand table; a harvest scene.

December—Preparation of gifts for parents by the children. The selection of toys. Home-made toys. Exhibit: doll's house made in kindergarten and other simply constructed toys.

January—The place of the story in the kindergarten. The educational value of a regular story hour in the home. Stories, the beginning of literature. Story-tellers' league.

February—The realistic story as a means of awakening ideals. All about Johnny Jones. Araballa and Araminta stories. Brave Mary of the Light House. Little Boy Hero of Holland. Robert Bruce and the spider. Exhibit: pictures suggesting ideal child life.

March—How the child's love of animals is fostered in the kindergarten. Home pets a necessity. Visits to animals in parks and aquarium. Exhibit: coloring, free cutting, drawing and modeling of animals.

April—Garden work in the kindergarten. The value of planting one seed. Observation of the nearest tree. Cocoons. Exhibit: spring planting, painting and modeling. Sand table, a farm scene.

May—A May Pole festival and its significance. Exhibit: reproductions of the May Pole in drawings, in painting and constructive work. Sand table, May Pole scene in Central Park.

June—The value of kindergarten walks and excursions as a basis for future school work. The relation of kindergarten training to the grade work in reading, writing and arithmetic. Exhibit: scrap books suggesting a review of the year's work in the kindergarten. Sand table, a scene at the sea shore.

Reference Books—"Boys' and Girls' Handy Book," Baird; "Home Occupations," B. Johnston; "Finger Plays," Poulsson; "Pinafore Palace," Wiggin and Smith; "Song Stories," Hill; "Drawing, a Real Correlation," Daniels; "Holiday Songs," Poulsson; "A First Year in Drawing," Bailey; "Songs for Small Singers," Neidlinger; "The Story of a Sand Pile," G. S. Hall; "A Mother's List of Books for Children," Arnold.

2. Stories From Froebel's Mother Play and Their Meaning.

October—The family. Play with the limbs. Falling, falling.

November—Pat-a-cake. Mowing grass.

December—The toyman. The lightbird.

January—Ticktack. The window.

February—The child and the moon. The little maiden and the stars. The shadow rabbit.

March—The weather vane. The target. The wheel.

April—The nest. The carpenter.

May—The little gardener. The flower basket.

June—The farm yard gate. The little artist.

Reference Books—Froebel's "Mother Play and Mother Song;" Lindsay's "Mother Stories;" Poulsson's "Father Play;" Poulsson's "Love and Law in Child Training."

3. The Study of Children.

October—What do children love to do? Why?

November—What do children fear? Why?

December—What do children think of punishment? Why? Why is running errands a valuable means of discipline? Why do children love to be praised?

January—Why do children ask questions? Why do children love to choose?

February—What do children imitate? Why? (Acquaintance ideals vs. historic ideals.)

March—What do mothers remember of their childhood?

April—Why do children love flowers and birds? Flower stories.

May—Why do children love all animals? Animal stories.

June—Why do children love to dig and to build? How should they play during vacation?

Reference Books—"The Child," Tanner; "How We Think," John Dewey; "Fundamentals of Child Study," Kirkpatrick; "The Biography of a Baby," Shinn; "The Book of the Child," How; "Studies in Education," Barnes; "Children's Ways," Sully; "Contents of a Child's Mind," G. S. Hall; "The Story of a Child," Loti; "The Physical Nature of the Child," Rowe; "The Care of Children in Health," Oppenheim; "The Luxury of Children," Martin; "Morning Glow," R. R. Gilson; "Moral Education," Griggs.

General Suggestions.

A story, a song or a game should be presented at each meeting illustrative of the subject under consideration, or the season of the year. Suggestions on cleanliness, clothing, food, sleep, care of children in health and sickness should be given as occasion demands by kindergartner, nurse or physician. Mothers should be encouraged to ask or write questions, and to contribute their valuable experiences.

The kindergartner will find it helpful to keep in touch with the life in some one family circle where there are children of kindergarten age.

A mothers' meeting in some localities must be more of a social nature than in others, but in all meetings the chief aim should be to arouse higher ideals of child training in the community.

JENNY B. MERRILL,

Director of Kindergartens,
Boroughs of Manhattan, The Bronx and Richmond.

PROPER QUESTIONING.

That method of questioning is proper which leads the pupil to investigate, to think, to ascertain the answer for himself. The method must be varied to suit the needs of the individual learner, according to his temperament, past experiences, present environments. Questioning is improper which answers itself, or is placed like a crutch to support hasty and imperfect preparation.—Western School Journal.



STORIES, GAMES, PLAYS

RECITATIONS, MEMORY GEMS, ETC.

THE THANKSGIVING LETTER.

EMILY A. KELLOGG.

"Muvver," said Johnnie, "my Miss Jessie, at Sunday School, says that I may give away this little Thanksgiving letter to somebody. Who do you fink wants it?"

"Let me see it again. I don't quite understand what you are to do with it."

"Do wiv' it. We're to make somebody glad wiv' it. Don't you 'spose most anybody would be glad to read that letter, muvver?"

"What does it say? I do not remember. Shall I read it to you?"

"No. I can read it to *you*," and with the letter outspread on his mother's knee, Johnnie traced the lines with one chubby finger, while he warbled:

"All good gifts awound us
Are sent fwom heaven above;
Then fank Our Faver,
Fank our Faver
For his love."

Then in jubilant tone he recited, "Praise ye the Lord; O! give fanks unto the Lord, for he is good."

"There, now, I like such letters as that. I never did know that Our Faver sent us such lovely letters, to make us glad."

"Is my little boy going to answer this dear letter?"

"Well, now, I wonder if Our Faver 'spects me to answer it, cause I'd hate to dis'point Him, but I don't know how to wite. I would never have known how to wead it, only that my Miss Jessie said it over and over, till I could wead it by heart. I'm dwefful afraid Our Faver will feel bad if I don't answer this lovely letter. Can't you wite it for me, muvver?"

"No, little John, Our Father will be better pleased if the answer comes from you."

"Dear me, pencils are so scwatchy. I never can make a nice letter wi v'em."

"But, mother knows a way—yes two or three ways—that don't need any pencils. Run and get your little chair and sit by me while we talk it all over."

"Now, I'm weddy to talk," said John, as

he settled in his chair so close to mother that she could scarcely sew.

"Well, how would it do to *talk* a letter?"

"That would be first-wate, for Our Faver can hear little softly noises, when his little boys and girls want to talk to Him; my Miss Jessie says so. I *fink* I'll try that. Why, muvver; Oh, I never fought before that *that* was a letter. Do I weally *talk* Our Faver a letter every time I pray?"

"Yes, to be sure. That is just what it is, and you can answer this dear letter in that way."

"It'll have to be a pwetty long pway, for I have *ever* so many things to fank Him for."

The little boy sat holding the letter in both hands and looking at it with such a s' face that his mother said, away down heart: "It is a good thing to give unto the Lord; but she kept very *know* to itself. After a while he looked *in* said, "That is one way. Is the other *to* nice, too? And I don't know yet who *we* be glad to get this letter."

"Do you know any little boy or girl who cannot run and play as my boy can?"

"Oh, yes. There is poor, dear Tommie Shipley, next door. He has been sick-a-bed for years and years."

"Oh, not so long as that, but I think he has been in bed as much as six weeks. Is he getting well now?"

"Yes. He could sit up, when I went to see him yesterday, and he said he was dwefful glad, and I was dwefful glad too."

"Would this Thanksgiving letter make him glad?"

"I guess it would now. I don't believe he knows a thing about it. Won't he be s'prised to know that Our Faver sends us such lots of nice letters in His book? Shall I go wight over wiv' it now?"

"Wouldn't it be nicer to wait until to-morrow?"

"Why?"

"What day is it?"

"Why it is 'Fank-you Day,' isn't it?" Oh, how splendid. That's just the fink."

"Yes, and Tommie's mother has had to work so hard to take care of her sick boy that she must be very, very tired. I am afraid she will not feel like cooking a nice dinner."

"Are we going to have a nice dinner?"

"Yes, a beautiful Thanksgiving dinner."

"Plenty of it."

"Yes, plenty."

"Can we take them some of ours?"

"I think that would be very lovely."

"Oh, what a dear, good muvver you are," he cried, as he climbed into her lap.

"And what a precious little boy I have," she answered, while she returned his hearty hugs and sweet kisses.

"Do you see, John, that this is another way of answering the letter? If we can make Tommie and his mother glad we will be saying, 'Thank you' to Our Father in the very best way; for we will be using his beautiful letter and the good dinner he gave us in the way he would like to have us."

May 11, I guess He will be so glad He won't curse what to do, hardly."

Thanksgiving morning came and a very restless little John asked, oh, so many times, "Isn't it most time to go to Tommie's?" before mother thought best to let him go. At last, with shining face and with the dear letter clasped safely in his hand, he climbed his neighbor's steps and rang the doorbell.

Mrs. Shipley came to the door, broom in hand.

"Oh, good morning, John; I am glad to see you."

"Good morning. May I see Tommie?"

"Yes, indeed; it will do him good to see you. I am only sorry that I did not get his room in order before you came. I was too tired yesterday to do it."

"And are you too tired to get a nice Fanksgiving dinner today?"

"I'm afraid I am, John."

"I'm *so glad*. I was dwefful afwaid you wouldn't be."

"Why?"

"Oh, 'cause my muvver wants you to have part of our dinner. She says you're not to cook one bit. You just set the table and the dinner will come over from our house. Aren't you glad?"

"You dear little boy," said Mrs. Shipley, catching him up in her arms. "Yes, I am

glad. But I don't want your mother to go to any trouble for me today."

"Twouble; it isn't twouble. It is 'cause she is so glad today 'cause Our Faver is so good. Don't you know this is 'Fank-you Day?' Oh, Tommie," he cried, scrambling down out of her arms and running to the bed, "I've brought you a letter from Our Faver. Shall I read it to you? See here. One part I can sing, and one part I can wead. Did you know that Our Faver has given us just *lots* of dear letters in his Book? I never knew it before, did you?"

Mrs. Shipley sat down by the bed and took John in her lap, and with his sweet voice to lead, they sang the song over and over, and said the verse together.

"You have done us ever so much good, and we will thank Our Father all day. He has been very good to us in helping Tommie get well, and we will be glad to sing your little letter many times," said the happy mother, as Johnnie put on his cap to go.

"Watch for the dinner," he shouted, as he ran down the steps.

"Mamma," said Tommie, as she came back from the door, "I don't believe you're tired a bit now. You look so bright and happy."

"I feel bright and happy, and that always rests me."

She came and sat down on the bed and kissed her little boy, and then together they sang, with all their hearts:

"All good gifts around us
Are sent from heaven above,
Then thank Our Father,
Thank Our Father
For his love."

Then they said with joy, "Praise ye the Lord. O, give thanks unto the Lord, for He is good."

THE STORY OF A STAR.

Once there were eight beautiful star-sisters. When the sun had set they stole out and looked down upon the earth with kind, shining eyes. They all loved to watch over the men and women and the little children, but one of the sisters loved the little earth-children so dearly that she longed to slip down from the sky to play with them and live with them always. The little brown Indian children would look up at the evening sky and say: "Mother, there are one, two, three, four, five, six, seven, eight sister-stars." Then the star-sisters would sparkle beautifully.

But this one star was not happy to live so far away from the children she loved. There were so many stars to shine all night, she thought she would not be missed if she went down to earth. And she had another wish, too: she longed to see the wonderful sun. No matter how early she peeped out the sun had gone, and she could only see the rosy clouds in the west through which he had passed. This star loved the moon dearly, but she knew that she would love the sun even more dearly; for the sun watches over little children all day, plays with them, and makes the world beautiful for everyone. The moon watches over the sleeping children, and though the star loved to see the brown babies sleeping in the mothers' arms, she knew she would be very happy if she could play with the children in the daytime, when they were wide awake.

All the stars listened when an Indian mother sang a lullaby to her little ones; and this is what she would sing:

Swinging, swinging, lullaby;
 Sleep thou, sleep thou, sleep thou,
 Little daughter, lullaby;
 Your mother cares for you.
 Sleep, sleep, sleep, lullaby;
 Do not fear, my little daughter.
 Sleep thou, sleep thou, sleep thou—
 Swinging, swinging, lullaby.
 Not alone art thou—
 Your mother is caring for you.
 Sleep, sleep, my little daughter,
 Swinging, swinging, lullaby.

The star thought this was very sweet to hear, but she longed to see those little children wide awake. So one soft summer evening she slipped away from her sisters and came down to earth—oh, so swiftly. One little child was awake, and pointed, saying: "Mother, see the falling star."

The star did not stop upon the mountain top, for there the children could not reach her; the wide meadow would be too hot for the little feet. She passed the tree tops, too, though they begged her to stay. At last she reached a pond all dark and still, fringed with tall grasses. The star saw the faces of her sisters reflected in the water, and she joyfully rested there.

"This shall be my home," she said; "the water is pure and tranquil like the sky. I can see my sisters' faces so near me reflected beautifully. Here the dear children will come and play where it is cool and sweet. And here the canoes of the brown fathers will dart in and out among the grasses."

In the morning when the children came to

the pool to play, there was a perfect white lily resting gently on the water. Golden rays, like those of a star, shone from its pure heart. The children loved it dearly; they touched it softly, and called it strange, sweet names; but they did not disturb it, leaving it to float quietly in the sunshine. When the sun smiled down the lily trembled with joy; she breathed a deep sigh, she was so happy, and as she breathed the air was filled with fragrance. All day the children played at the water's edge; all day the lily watched them, loving them more than ever. In the still evening, one by one the sister-stars stole forth in the sky, looked down, and smiled upon the one who had left them. And all the people, looking up at the stars, wondered where the eighth sister had gone.

Look up at the evening sky when there are no clouds, when all is clear and tranquil, and count the group of sister-stars—one, two, three, four, five, six, seven; and then think of the one who loved little children so dearly that she was glad to come to live among them as a pure, white lily-of-the-water.

THE THANKSGIVING DINNER.

MARY LOIS LOUDON.

A little boy dressed as a farmer and for outdoors in an overcoat and cap comes in brushing flakes of snow—cotton batton—from his coat, and greets a little girl dressed as a housewife sitting in a rocking chair.

The Farmer: "See, the little snowflakes are falling."

A number of little girls in white dresses to represent snowflakes run in, saying:

"For Thanksgiving day we come calling."

—The snowflakes run away.

Housewife:

"Indeed, this Thursday is Thanksgiving day.

I must plan my dinner without delay."

The Potatoes.

Three or more children as desired with dark brown paper sashes (the sashes should be worn around their waists and very wide) and paper caps run in and cortsey. They carry a cornucopia full of potatoes which they empty at the Housewife's feet, saying:

"Dear madam, if you think to dine,

To not have us would be a crime—

Mashed, baked or scalloped we are prime."

Squash.

A boy and girl with dark green painted caps and sashes of green crossed over their shoulders come in carrying a squash. The little girl, who should

be very pretty, sits on the squash while the boy says:

"And we come to you, dear madam,
This message to relate—
One always finds the toothsome squash
On every dinner plate."

Turkey.

Comes in all by himself. Choose a short, fat little boy. Cut the profile of a turkey from cardboard with a strap fastened on the inside so the little boy can hold it on his arm, concealing his whole body except the legs. Use red paint or paste on red paper for the red portion of the turkey's head.

Turkey says:

"And surely, good madam,
No one has ever heard
Of Thanksgiving dinner
Without the national bird."

Cranberries.

A few children decorated with strings of cranberries run in:

"And surely, surely, surely for a bit of spice
Cranberry sauce is very, very, very nice."

Apples and Nuts.

The apples dressed some in red, some in green; the nuts in brown. All carry apples or nuts.

"Apples and nuts add greatly, too,
So won't you kindly take us? Do!"

Pumpkins.

Two little children, all in yellow—a little girl in a crepe paper waist and skirt, and a little boy with yellow cap and sash—come in, each carrying a very small pumpkin:

"And you must surely greatly prize
The pumpkins for your pumpkin pies."

Housewife (nodding at each as she speaks):

"Dear vegetables, dear fruit, dear nuts, dear bird,
With pleasure you have all been heard,
And I invite you all to stay."

Housewife and the farmer, together:

"Thanks we give for you this and every day."

THE FIRST THANKSGIVING DAY.

MARY LOIS LOUDON.

To be given by a little boy dressed as a Puritan with a wide hat, wide white collar, knickerbockers, buckled shoes; and a little girl dressed in a long gray dress with a kerchief crossed over her shoulders, or a long gray cape and a closely fitting white faced bonnet.

Boy recites:

"Almost three hundred years ago
The Puritans walked to and fro
In good old Plymouth town."

Girl recites (gesturing at the first and second lines to indicate their costumes):

"The men and women looked like us,
Dressed all so plain and with no fuss
And with no useless frills."

Boy recites:

"And when the good sun and the rain
Had ripened all their maize and grain,
They set a day for thanks."

Together:

"That was the first Thanksgiving Day,
So the stories and histories say,
In Plymouth long ago."

THE COLLEGE AND THE BABIES.

Oho! you pallid baby, with the sad and wondering eyes,

That knows so little of the world, yet seem so worldly wise;

The colleges have heard of you, and one of these fine days

They're going to send a lady down to make you mend your ways.

They say you don't get air enough, they say you are not neat,

They say that you have never had the proper things to eat,

And if you don't behave yourself, as healthy babies should,

They're going to come right in your house and scold your mother good.

Because its muggy dinginess destroys your baby bloom;

They'll tell her she ought not to live in one small stuffy room,

They'll tell her that she ought to know it's very, very wrong

To leave you while she goes to sew in sweatshops all day long;

They'll tell her that the food she buys has very much to do

With all the many maladies that always trouble you; And then they'll warn her solemnly that little lives

are frail,
And that they often vanish, like the fairy in the tale.

Oh, little ragged baby, what a blessing on your head
It is because they bring not food, but good advice instead;

How infinitely happy must your frightened mother be,

To think that scientific facts are plentiful and free.
One jewel on the lady's hair, who taught her what to do,

Would buy your clothes, but at the cost of pauperizing you;

And lest the curse of beggary you ever come to know,

'Tis better that you go the way so many babies go.

—James J. Montague, in New York Journal.

LITTLE PIECES FOR LITTLE PEOPLE.

Over the river and thro' the wood,
 To grandfather's house we go;
 The horse knows the way
 To carry the sleigh
 Through the white and drifted snow.
 "To the Giver of all blessings
 Let our voices rise in praise,
 For the joy and countless mercy
 He hath sent to crown our days."

—From "The Home."

"Now is the time to forget all your cares,
 Cast every trouble away;
 Think of your blessings, remember your joys,
 Don't be afraid to be gay!
 None are too old and none are too young
 To frolic on Thanksgiving Day."
 —Youth's Companion.

T-h-a n-k-s,
 That spells "Thanks," you know;
 Now wait a minute, while I think
 How those other letters go.
 G-i-v i-n-g,
 "Thanksgiving," now you see
 That such a long, long word as that
 Is not too hard for me.

The Birth of Thanksgiving.

Let us remember that tale of the past,
 Of the Pilgrims who gathered their band
 And offered up thanks for the corn, when at last
 It waved o'er the famishing land.
 For hunger had wasted those strong, patient men,
 Who struggled and labored in pain,
 And the blessing of plenty which gladdened them
 then
 Gave courage and hope once again.
 And the fame of their bravery never decays,
 While year after year rolls away,
 Since the morning that ushered in prayer and in
 praise
 The birth of our Thanksgiving Day.

A Child's Thanksgiving.

I thank Thee, Father in the skies,
 For this dear home so warm and bright;
 I thank Thee for the sunny day
 And for the sleepy, starry night.
 I thank Thee for my father's arms,
 So big and strong to hold me near;
 I thank Thee for my mother's face;
 I thank Thee for my dolly dear.
 I thank Thee for the little birds
 That eat my crumbs upon the sill;
 I thank Thee for the pretty snow
 That's coming down so soft and still.
 O Father, up there in the skies,
 Hear me on this Thanksgiving Day,
 And please read in my little heart
 The "thank yous" I forgot to say.

—Selected.

MEMORY GEMS

I hold in my memory bits of poetry, learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty.
 —Dr. Charles W. Elliott.

Knowledge is power.—Bacon.

"Eat thy bread with carefulness."—Bible.

The memory of the just is blessed.—Old Testament.

"Hope is the mainspring of human action."—Street.

With just enough of learning to misquote.—Byron.

A babe in a house is a well-spring of pleasure.—Tupper.

Earth, with her thousand voices, praises God. Coleridge.

The love of money is the root of all evil.—New Testament.

"Prudence is the relation of right means for given ends."—Whewell.

That which before us lies in daily life,
 Is the prime wisdom.—Milton.

Sundays observe; think when the bells do chime
 'Tis angels' music.—Herbert.

No man e'er felt the halter draw,
 With good opinion of the law.—Trumbull.

And better had they ne'er been born,
 Who read to doubt, or read to scorn.—Scott.

Come forth into the light of things;
 Let nature be your teacher.—Wordsworth.

Thrice armed is he who
 hath his quarrel just.—Shakspeare.

I dare do all that may become a man
 Who dares do more is none.—Shakspeare.

Wisdom is the principal thing; therefore get wisdom; and with all thy getting get understanding.
 —Old Testament.

In idle wishes fools supinely stay;
 Be there a will, and wisdom finds a way.—Crabbe.

No. Freedom has a thousand charms to show,
 That slaves, howe'er contented, never know.
 —Franklin.

Care to our coffin adds a nail, no doubt,
 And every grin, so merry, draws them out.
 —Wolcot.

The melancholy days are come, the saddest of the year,
 Of wailing winds, and naked woods, and meadows brown and sear.—Bryant.

Look for goodness, look for gladness,
 You will meet them all the while;
 If you bring a smiling visage
 To the glass you meet a smile.
 —Alice Cary.

Not she with trait'rous kiss her Savior stung,
 Not she denied him with unholy tongue;
 She, while apostles shrank, could danger brave,
 Last at his cross and earliest at his grave.
 —Barrett.

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

DEVICES.

M. L. Loudon.

Illustrations From Reading Lessons.

If the reading lesson should be, for instance, about a kite, a doll or a dog, give the children serving cards with the outline of a kite, etc. Outline a picture of some object in the reading lesson which you wish the children to keep in mind. Have the children color at their seats with colored crayons.

Draw some picture from the reading lesson on a large sheet of paper. The children are to outline this at their seats with lentils.

Have the children use shoe strings to form an outline of some object in their reading lesson.

Write words on a large sheet of paper. Have the children outline these words with lentils.

The Flower Garden.

To be used when the children seem to be tired or lacking interest. From engine colored or coated paper cut out tulips red and yellow and rather large with green stems and leaves. Paste these in a row on a sheet of black cardboard. Be careful to leave enough room between the tulips for the words, which can be written with chalk at one side of the flower or on slips of white paper and pasted lightly on the card. In this way the flowers are ready to be used at any time with any set of words. Who can read all of the words? Who can gather the largest bouquet?

PICKING BIG RED APPLES.

Draw apple tree on board with apples on which are written the new words. How many apples can the children pick?

Draw a house and fill it with words; play that the words are children; with red chalk represent flames—the house is on fire. The pupils rescue the “children.” They work in pairs: one speaks a word, the other is ready with eraser in hand to erase the word spoken.—H. C. Bul, Janesville, Wis.

VARIETY IN THE CLASS ROOM.

Variety relieves the monotony which steals like the dry rot into the same formula administered day after day. Variety keeps alive the interest, and encourages investigation and research. Variety insures the placing of a subject in that particular light which commends it to each kind of intelligence, to each phenomenon of mind that can be found in the class.—Western School Journal.

A Devotional Exercise.

The following exercise always interests the little ones. It can be shortened or lengthened at any time without confusion to the children:

Teacher—What does the Great Teacher say to little children?

School—Little children, love one another.

Teacher—What else did He say?

School—Do unto others as you would have others do unto you.

Teacher—What is the value of a good name?

School—A good name is rather to be chosen than great riches, and loving favor rather than silver or gold.

Teacher—Can a little child have a good or bad name?

School—Even a child is known by his doings, whether his work be pure or whether it be right.

—*American Primary Teacher*

DON'T MAKE IT TOO EASY.

Difficulties should not be made too simple for children. The teacher's aim should be to make the pupils get over the difficulties themselves, to present difficulties in their proper order, a natural series of steps, to graduate the steps to suit the advancement of the pupil, to avoid giving explanations as far as possible, and to explain when necessary in a clear, definite, brief manner. The golden rule of the teacher should be not to tell the pupil anything he should know or can learn by judicious teaching.—Hughes.

TAKING HOLD BY LETTING GO.

If you want to fix a thing in your own mind, tell it to another. He may not retain it as his own, but you will. A skilled teacher said to his pupils, in urging them to “talk back” to him by question and comment: “You may forget all that I say to you but you cannot forget what you say to me.” A thought best reaches one's mind by coming out from one's mouth. Let us store our minds with important truths by talking of them to our fellows.—Canadian Teacher.

STIMULATION.

“He is the best teacher who stimulates his pupils with the fewest words to the greatest mental activity possible.”

There are many flags in many lands,

There are flags of every hue,

But there is no flag in any land

Like our own Red, White and Blue.

A REASON FOR THE FAITH THAT IS IN US.

As against the theory that children should be allowed to run wild for health's sake until seven years of age, let us remember what some of the great educators of America have to say about the value of the kindergarten:

G. Stanley Hall, president of Clark University: "It is almost impossible to exaggerate the value of the kindergarten in the public schools."

Supt. F. Louis Soldan, St. Louis, Mo.: "No other part of the public school system has acquired a firmer hold on the good will and affection of our people, and none has done more educational good to the children and homes."

Frank B. Cooper, superintendent schools, Salt Lake City, Utah: "The kindergarten is an invaluable instrument in a child's education. Its ministry is kindly and potent. It brings into the public school an element which contributes in an influential way to the improvement of the curriculum and the system. It is not a luxury but a necessity."

Dr. Wm. T. Harris, U. S. commissioner of education: "In my opinion the kindergarten should be a part of the public school system of every city in the United States. The ideal kindergarten should take children at the age of four, and retain them two years. The kindergarten is the most essential adjunct now required to perfect our system of city schools."

Henry Sabin, ex-superintendent of Schools for Iowa: "There is no longer any question as to the advisability of introducing the kindergarten as a part of the school system in all our graded schools. It has demonstrated its usefulness in so many instances that there is no reason why the children in our smaller places are not entitled to its privileges and its benefits."

Hon. Samuel M. Jones, Mayor of Toledo, Ohio: "Let us have the kindergartens. Give the babies a chance. Let them have the right to choose whether they will do right or wrong. It is cheaper to establish kindergartens than to maintain courts and build jails, workhouses and prisons. Give all the children proper kindergarten training and the supply of bad citizens for our prisons, jails and workhouses will be exhausted in twenty-five years, and these institutions will be consigned to the domain of relics of an unhappy past."

H. H. Seerly, president Iowa State Normal School, Cedar Falls, Ia.: "The management of this institution feels that it is necessary to have developed in our public school system a beginning that has as its foundation the principles of the kindergarten. There is no doubt of the fact that while it will be slow to adapt itself to American schools and American people, yet it is the most wholesome force that can be introduced into our present educational system to properly prepare children for the regular school work."

Dr. W. N. Hailmann, superintendent schools, Dayton, Ohio: "I consider the kindergarten an indispensable factor in the full education of the child. In

the liberation of the social and benevolent instincts of the child, it does for him what the family has not the means to do, and therefore supplements the educational work of the family on the expansive side of the child's nature and destiny. Wherever the kindergarten has come into a school system it has done great good, not only directly to the children that came within its care, but it has vitalized and is vitalizing the aims and methods of instruction and discipline in the school system as a whole in a marked degree.

"I believe most heartily in the efficacy of the kindergarten, in manual training, in domestic science instruction and in the teaching of drawing and music."—Edward Perkins Clark, Easton, Pa.

If higher training at the college and universities has shown a tendency to turn aside into the by-paths of technical work, the Froebelian idea of educating a child for living rather than for some specialty has persisted and undergone a remarkable development in the work of the lower schools, and especially the kindergartens. Kindergarten teachers, indeed, have become the most advanced of pedagogues, possessed of an ardor and enthusiasm amounting to that of a great faith. The kindergarten, in its human and at the same time scientific treatment of the social problem of the cities, has become one of the outposts of civilization. Through the children it reaches the home and the mother, and "the educated mother," says Hamilton W. Mabie, "is the hope of America."—Philadelphia Press.

Mothers in all parts of the city are clamoring for kindergartens for children under school age, and demanding accommodations for a thousand little ones who are now left to roam the streets, while their elders go to school. Lack of proper rooms in old buildings, overcrowding in the new and a limited supply of teachers, as well as dearth of money to fit up and maintain these departments, are obstacles preventing the board of education establishing more kindergartens.—Philadelphia American.

THE SAND MAN.

(A Rhyme for Very Little Folks by Arthur Macy in November St. Nicholas.)

The Sand Man is coming, dears, coming from the skies;

He has a little box of sand to throw in little eyes. From East and West he brings you rest, and just before the night

He scatters sand about the land and shuts your eyelids tight.

When little folk are tired of noise, and put their heads in laps,

He gaily dances over hills with pockets full of naps; And up he climbs at sleepy times to sleepy little heads,

And makes them yawn before he's gone for little trundle beds.

Listen to the Sand Man knocking at the door; Listen to the Sand Man, he's been here before.

The Sand Man is coming, dears, coming from the skies;

Sleepy tunes he's humming, dears, to help you shut your eyes.

News Notes

Cadillac, Mich.—Miss Resa Knox of this city is attending the Kindergarten Training School at Grand Rapids.

Mobile, Ala.—The County School Commissioners have decided to establish a kindergarten department in the Willis G. Clark School, on North Conception Street.

Joliet, Ill.—The effort to secure the establishment of a public kindergarten here has proven unsuccessful at present, the city attorney having reported it was beyond the power of the board of education and the superintendent to establish such a school.

Texarkana, Tex.—The Texarkana Kindergarten Association opened their kindergarten for the year in the Central School, Sept. 26th, with Miss Laura Vaught, a graduate of the Louisville Training School, as director, and Miss Elizabeth Jones assistant and pianist.

Pueblo, Colo.—The daily papers of this city are making very much of the fact that the city has a complete school system, beginning with the kindergarten and taking pupils through high school graduation, which entitles to admission to any school or university. No school can be considered complete that does not include the kindergarten.

Austin, Tex.—A free kindergarten was opened in the Girls' Co-Operate Home on Tenth and Brazos Streets, October 3d. This kindergarten has been secured largely through the efforts of Mrs. J. R. Reed, Mrs. J. L. Hume and Mrs. Johanna Runge. The kindergarten hours are from 9 to 12 o'clock a. m., and children from 3 to 7 years of age are admitted.

Lawrence, Mass.—The new kindergarten established this year in the parochial school system of St. Anne's parish has an enrollment of over 200 pupils and has proven a decided success. Rev. Raymond Plasmans, the originator of the plan, says that one of the purposes is to provide a home for small children whose parents are obliged to work during the day-time. The children are taken at 6 o'clock in the morning and kept until 6 o'clock in the evening, and provided with breakfast, dinner and supper at the school. Children from three years are taken, and the time is spent in recreation, play, and religious exercises.

Memphis, Tenn.—The Educational Alliance, which is composed of the leading Jewish clubs and benevolent societies of this city, has opened its Free Kindergarten for the Jewish children of the North Memphis neighborhood, with prospects for an increased enrollment. Mrs. John M. Gray, who has recently taken a summer course at the Chicago Kindergarten College, will be in charge of the kindergarten again this year. Provision is made that young girls wanting to take a course are allowed to do practice work under the instruction of Mrs. Gray, without charge.

Brandon, Vt.—Miss Susan A. Talbot has gone to Bridgeport, Conn., a student in Miss Smith's Froebel Training School.

Steubenville, Ohio.—Miss Marjorie Dickson of Wheeling, W. Va., has opened a kindergarten here.

Gray, Me.—Mrs. Butler has opened a private kindergarten at her home in this village.

Bellingham, Wash.—Laura Thompson, a kindergarten, formerly of Washington, D. C., has recently located in this city.

Ballentine, Mich.—Mrs. E. J. Hart will open a small private kindergarten in this place in the near future.

Rutland, Vt.—A kindergarten has been opened in the North Street school building, with Miss Ruth Farr in charge.

Worcester, Mass.—Miss Grace Smith reopened her private kindergarten on Park Street, October 3rd, with twelve students.

Sparrow's Point, Md.—The first public school kindergarten south of Mason and Dixon's line was opened here a few years ago. A second one has been added and also manual training and domestic science. It is considered an ideal public school.

Knoxville, Tenn.—The Kindergarten Association expect to give their play—"Cinderella and the Brownies," which was postponed on account of the exposition early in November. Twenty leading young ladies of the city will take part in the ball-room scene.

Corsicana, Tex., Sept. 20.—For several years some of Corsicana's most prominent citizens have labored industriously for a kindergarten here, and their hopes were realized when Miss Prothro opened a kindergarten with twenty-seven children enrolled. A large number of parents were in attendance at the opening.

Muncie, Ind.—There are seventy-eight pupils in the Second street free kindergarten, and over fifty in each of the Lincoln and Blaine schools, while a large number are shut out owing to want of room. Miss Lillian Mitchell, the supervisor, with others is endeavoring to arrange in some way for greater accommodations. The age limit has of necessity been raised from 3½ to 4½ years.

Schenectady, N. Y.—A meeting of the Schenectady Kindergarten Association will be held tomorrow afternoon at 3:30 o'clock at the Brandywine Avenue School and an elaborate program has been arranged. Frederick S. Gleason, supervisor of music, will give a talk on the work which has been accomplished in music and Miss Lillian Goetz will review an important educational matter which was discovered in one of the recent magazines. Miss Clara Steel of the Euclid Avenue School will discuss the work for the coming year. The officers of the association are the following: President, Miss Clara Steel; vice-president, Janet Hamilton; secretary, Miss Mary Kriegsmann.—Star, Oct. 3, 1910.

Chicago, Ill.—Chicago Kindergarten College opened on September 20th, 1910, with a large enrollment. Mrs. J. N. Crouse, co-principal, gave the first lecture of the year on "The Rapid Growth of Sentiment in Favor of the Kindergarten." She gave an interesting account of the change in attitude toward the kindergarten on the part of the leading educators during the last few years. The College has just announced a Correspondence Course for Mothers in affiliation with the People's University of St. Louis, Mo. Miss Elizabeth Harrison is to edit a series of books for this course entitled "Mother's Kindergarten Series," which will contain books by Miss Harrison and other members of the faculty of the Chicago Kindergarten College. In addition to the Correspondence Course for Mothers a Mothers' Class has been organized which meets at the College once a week. The program includes lectures by the leading women physicians of Chicago on the physical care of children, by Miss Harrison on the Philosophy of the Kindergarten, and classes in stories, handwork and games.

An Interesting Talk—Dr. Effa V. Davis of the Chicago Children's Hospital gave a most interesting talk to this class on October 12th concerning the feeding of young children. Dr. Davis very strongly advocated that where it is possible a mother's milk should be the food for an infant up to one year of age at least. She affirmed that no other food has been discovered which could possibly take the place of the food provided by nature. Later on she gave the kinds of food which were best for the building of the cells of the body after the mother's nursing had ceased. She mentioned especially the nourishing properties of eggs, cereals and milk. She advised giving meat three times a week in small quantities, never often-er than once a day at most. She showed how the young child's body builds more cells and consequently demands more nourishment during the first three years of its life than at any succeeding period.

Chicago—Chicago Kindergarten College—The Alumnae Association of Chicago Kindergarten College are planning to hold a Christmas Bazaar on December 3rd and 5th. There will be booths for arts and crafts, books and Christmas cards, household articles and advertising specialties, refreshments and candies. An unusually attractive feature will be the foreign novelty booth, in charge of the Alumnae who visited Europe this summer.

Chicago—At the October meeting of the Chicago branch of the National Story Tellers' League Mrs. W. T. Underwood of Highland Park gave a most interesting talk on Bible heroes illustrating with sketches from the lives of these heroes. The November meeting will be in charge of Miss Frances K. Wetmore. Miss Elizabeth Harrison will give a talk on the Universal Thanksgiving and Miss Wetmore will tell some Thanksgiving stories. It is hoped that Mr. Richard Wyche, president of the National Story Teller's League, will be present.

Washington, D. C.—Organization of Beta Chapter of Sigma Delta Pi Society: In the winter of 1909 a letter came from the Sigma Delta Pi Society in Indianapolis, asking us to form a chapter in the Columbia Kindergarten Training School. Nothing was done by the class of 1909 except to obtain information regarding the object

of the Society. In the autumn of 1909 further correspondence was effected through which the object and advantages of the society were set forth. Being satisfied that this would be a means of holding together the members of the school, we decided to immediately form the Beta Chapter. Accordingly several preliminary meetings were held at which six of the graduating class, one of the class of 1911 and three of the Alumnae formed themselves into the charter members. Our organization was duly reported to the Mother Chapter and accepted by it. Having organized in accordance with the by-laws set forth by the constitution some new members were invited to join. Their names having been unanimously accepted, the pledge ceremony was set for April 27th and they were duly admitted to membership after taking the required oaths.

Washington, D. C.—Columbia Kindergarten Training School—The first meeting of the year of 1910 and 1911 was held October 15th when the plans for the social entertainments of the year were discussed.—The year's work has been enthusiastically begun by the class.—A Halloween party will be given when the classes will enjoy many extraordinary experiences.

San Antonio, Texas.—The San Antonio Express says: Two free kindergartens were opened in San Antonio Wednesday for the scholastic year 1910-11 and two others will be opened about October 1. The Lida B. Alford school is at the Protestant Orphans' Home in West End and seventeen little tots were enrolled yesterday. Miss Luella Bell and Miss Mattie Talbot will have charge of this school.

Another kindergarten is known as the George LeRoy Brown Kindergarten and is located on North Pecos Street. Here twenty-one little children are taught how to play properly and study without knowing they are studying. Miss Christine Ayer and Miss Winifred Staerker have charge of this school.

Increased enrollment is looked for in both schools within the next week or two. It is usual for the enrollment in a kindergarten to be small at the outset, it is claimed, for there is not the same rush to send the very young children to school as is frequently the case with older children.

Kindergartens will be opened about October 1 on San Fernando Street to be known as the Josephine Kingsley Kindergarten, Miss Laura Bradley having charge, and in the south part of the city, the exact site not being yet selected, Miss Beatty having charge, This latter will be the Roberta Johnston Kindergarten.

In connection with the kindergarten work in the George LeRoy Brown School a training school for kindergarten teachers has been established, with five students enrolled. Miss Elizabeth Moore, who graduated from the Chicago Kindergarten College, has the direction of this training school and supervision over the four kindergartens. After December 1 she will be assisted by Miss Rachel Plummer, a graduate of the same school.

Miss Elizabeth Harrison, for a score of years president of the Chicago Kindergarten College, will have general supervision of the several kindergartens and the kindergarten training school. She is a teacher of wide experience and is expected to be of much assistance in the successful prosecution of the work in San Antonio. Miss Harrison is expected in San Antonio about the middle of December and will remain here several months. Besides giving instruction in the training school Miss Harrison will lecture on kindergarten work. She is the author of several books, among them "Study of Child Nature" and "Misunderstood Children."

It is expected that Miss Belle Johnson will come with Miss Harrison and assist in the work in the training school.

THE KINDERGARTEN AND THE FAMILY OF THE LITTLE FOREIGNER.*

(By Hortense M. Orcutt.)

If the American nation could place each immigrant family that comes to her shores in a training school for democracy for one or two years, it is venturing a modest probability to say that half of our national troubles would be eliminated and the other half greatly simplified and helped. At present such a training school does not appear to be a practical ideal; but in the meantime we have the kindergarten, and if we stop carefully to think what this means we shall see that it is really doing by indirection what such a training school as I have imagined would aim to do directly. It is offering an epitome of a true democracy to the family through one of its youngest members.

The kindergarten is a mode of life, not a mere system of instruction, and as a living process it is understood by people who cannot speak our language. The child's interest, happiness, and growth are the interpreters that tell the immigrant family in no uncertain terms that this new land of their adoption is a good place for their child and therefore, in the end, a good place for them.

The kindergarten has several advantages over the school in its relationship with the home. The little child making its first venture from the home, is commonly followed with a more absorbing interest than is given to the fortunes of the older, and, therefore, more independent children. The naturally confiding nature of the little child, with his instinct to tell it all over to mother, helps, too, to deepen the bond. The hand work that he has done in kindergarten is frequently brought home, tightly clutched in his small hands and deeply treasured as a new part of his very self. I fancy, much as we may regret it from an aesthetic point of view, that the chain-bung chandeliers that greet us always when we have climbed the five flights of stairs (I state the average altitude) of our immigrant homes have carried the combined message of industry and happiness into each home that they adorn. Could democracy hope to convey a safer or saner message? But this is not the only democratic message that the kindergarten carries into the immigrant home.

The ideals and ideas back of the kindergarten form in themselves a universal speech, a bond of brotherhood, that once felt needs not to be translated. Those ideas are, briefly, that all life is one, in an enfolding and comprehending unity, and that, therefore, the things that bind men together and make them alike are more fundamental and important than the things that keep them apart and make them different.

The kindergarten believes that if the true nature of the child, which is good, is to grow in power and character it must be by a self active process. We, the teachers, must give the child right opportunity

and right nurture, but the child himself, and from within himself, must seize these opportunities, use the materials that we present to him, and in a small way become master of his little world; and man, master of his environment, is another lesson of democracy. In the kindergarten the child wins his mastery and his consequent liberty through his own effort and accomplishment. He soon finds out that these things are not things that the kindergarten can give him; he must earn them—a lesson that some of us feel that our larger adult democracy has still to learn. We too commonly look upon liberty as a gift from without and not as an achievement from within.

If it has been your good fortune to be for any length of time in a kindergarten composed of immigrant children, you will recall the picture of the mothers in the doorway: Too busy to come in and sit down yet too interested to go away; heads shawl-covered in winter, bare in warmer weather; faces, prematurely aged, marked with lines of hardship which yield to gentle lines of interest and tenderness as the mothers follow the activities of the children; and, if it be song, game, or rhythm time, the tired mothers relax and yield a little in gentle swaying to the music. If the children are at work at the tables, the group in the doorway moves closer as the work progresses, and, to the interest that industry always has for the spectator, is added the personal stake of enthusiasm for the accomplishment of one's own child.

Work, play, movement, color, happiness! the combination weaves a potent spell over any onlooker, and, when that onlooker is a mother whose child is a part of all this abounding life, the spell is irresistible. The truest impression of the kindergarten and that bit of American idealism for which the American kindergarten stands, is best to the immigrant mother, not by the mothers' meetings, important as those meetings are, or by the visits of the kindergarten to the home; but by this doorway visiting, this seeing and feeling of actual kindergarten experiences.

Educators talk much about the moral influence of a social atmosphere and we are quick to recognize the scope and possibility of such influence when we think of Brook arm in the past and of Hull House and other social settlements and college communities to-day. The good kindergarten is a radiating moral center of this sort, and the simpler and more unspoiled we are, the more directly does it speak to us.

I remember seeing some years ago a little Russian girl, who had been in this country less than twenty-four hours, brought into the kindergarten of a large public school while morning circle was in progress. The kindergartner went on with the story; the children noticed no interruption and, when the story was ended and the little English-speaking children were expressing their approval, the small Russian girl quietly rose from her chair, her eyes shining, and, walking straight to the kindergartner, stopped and kissed her hand. She

*Address given at I. K. U. Convention, St. Louis

did not speak the language, but she understood the message of the story and the spirit of the story-teller.

It is only when we grow sophisticated and insensate that we come to rely too exclusively upon our understanding of the words said. "How can I listen to what you are saying," says Emerson, "when what you are is shouting in my ears?" What the kindergarten is speaks to the immigrant mother through what she sees through the doorway, and through what she recognizes of its influence for good, and its power for happiness in the life of her child. Add to this the mothers' meetings, the visits of the kindergartner to the home, and the celebration in the kindergarten of many festivals in which the parents of the children are invited to join, and you have a complete circle of understanding and unison between the kindergarten and the home.

A festival properly celebrated is the record of the feeling of the people who have brought it into being. It may be made to reveal the very heart of history and it may bring to the understanding ideas that no teaching of facts could ever compass. To take part with their children in a well-directed festival for the celebration of Thanksgiving or Washington's Birthday gives to the immigrant family the essence of our history. The sympathy here established may be deepened and extended by giving an opportunity in the mothers' meetings or the parent's meetings for the celebration of their own traditional festivals in characteristic fashions.

Have I seemed to imply that there are no difficulties confronting the kindergartner in the home of the immigrant, that the message of the kindergarten is from the first understood by those newcomers, who for the most part have known nothing of the kindergarten in their own land? Of course this is not so; there are many difficulties to be met, difficulties that represent unconscious inherited tendencies that seem to baffle our best efforts to train towards kindergarten ideals of freedom and character. It is when dealing with the immigrant from eastern Europe that we find the difficulties paramount. A life with traditions of militarism and despotism is obvious not the best preparation for understanding the principles of democracy but just as the kindergarten appeals to all children of whatever race or inheritance, so, too, it speaks a message of truth, of possibilities or growth, of happiness and of love for human beings that must come to these, often homesick, strangers, as, indeed, the work and the life that made them seek this new land and gave them courage to brave the unknown.

All fires are costly, but the cost of burning tobacco in this country annually foots up an appalling sum, and there is no insurance recoverable.—From October Farm Journal.

"True generosity is a duty as indispensably necessary as those imposed upon us by law."—Goldsmith.

One Room Rural Schools

THE USE OF KINDERGARTEN MATERIAL IN PRIMARY AND ONE-ROOM RURAL SCHOOLS

III.

(Continued from last issue)

The First Occupation—Perforating

Any of the design cards listed in this work can be used as patterns, placing plain cards underneath and pricking through. A folded sheet of paper can be placed under the netted surface, the pupils pricking through the surface into the folded paper. When the work is completed and the sheets unfolded he will be delighted to find that his work has been duplicated as many times as there were folded sheets in the paper. After the perforation the card can be sewed and even the paper, but with the latter split zephyr should be used as it will not so readily tear the paper.

The pupil should be taught to hold the needle perpendicularly, not slanting like a pencil, and to perforate by the pressure of the thumb, which should be placed directly over the top of the needle head or handle.

A teacher says: "I do not believe in wasting time by telling first grade children to study a reading lesson. At seats they have educational seat work—work that develops soul, mind and muscle. I buy my cardboard in sizes 4x4, 6x6 and make all my own perforating designs. One set of design cards will furnish copy for many cards. The older pupils perforate cards for the little folks. They also assist me in teaching. I always have prepared material on hand. About the first of march I prepare bird cards. When robin surprises us we sew a robin. September we perforate and color golden rod; October the fruits; November, pumpkins and turkeys. These are sewed by the larger children. I prefer silk thread for sewing, but use worsted to cut expenses,

The Second Occupation—Sewing

This occupation is very popular in primary schools. The pupils are interested and fascinated by the work. It teaches form, color, and beauty, and affords a large field for invention, and the exercise of taste in the selection of colors, etc. Its value is by no means confined to learning to use the needle. Properly taught it will lead the pupils to that soul culture which comes to all who have learned to love that which is truly beautiful.

Among the things to be avoided at the outset are complicated designs requiring much work. Select first simple designs which can be completed without tiring the pupils, otherwise the cards will be soiled and the children become discouraged. This occupation can be correlated with the studies in other work in many ways, which can hardly fail to suggest themselves to the teacher. In the list of material accompanying this little work, will be found many illustrations of sewing cards which can be obtained, having the design pricked, perforated or printed. Also cards pricked, perforated or printed in squares forming the basis of designs to be invented by pupils or teacher.

We recommend the Mari L. Lent and the Minnie Anderson sewing cards and the perforated cards with large holes, listed as No. 222E, 222F and 222G, as excellent for beginners. Zephyr does not tear the cards as easily as thread and hence is preferred for first lessons.

The Third Occupation—Drawing.

This subject will be treated at length in some future issues of this magazine.

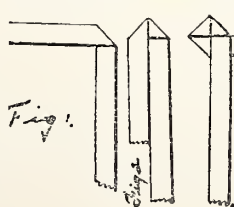
The Fourth Occupation—Coloring and Painting

This subject like the one above will be treated exhaustively at some future date.

The Fifth Occupation—Paper Interlacing and Intertwining

This occupation cannot be done successfully by the smaller children, who should be given chainmaking first or braiding (see list No. 326, 327a, 327b). The material can be folded the long way once or twice, reducing the width to one-fourth inch. The occupation is a complement of slat interlacing, and the designs given in connection with that occupation can be used in addition to the few suggestive designs given herewith. Several strips can be neatly pasted together, thus securing the desired length for a given design.

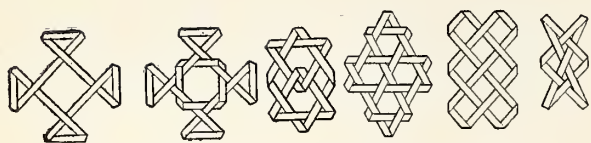
The work can be mounted on cardboard for preservation and display.



Figures 1, 2, and 3, show manner of folding paper to produce rosettes for corner which will add to the attractiveness of a design.

Braiding can be used in connection with this occupation. We have prepared material especially for this purpose which is listed elsewhere.

We give a few illustrations following these suggestions. It is not difficult to invent many pleasing designs.



The Sixth Occupation—Weaving

This occupation is very popular in primary schools. The material as ordinarily put up, consists of what are known as mats and fringes. The mats form the base for the design; the fringes consist of strips which are left uncut at the end for convenience in handling, but are to be separated one by one as needed, and by the aid of a weaving needle woven in and out through the mat. They are cut close to the edge of the paper, otherwise in appearance like the mats.

For the first lesson the smaller-sized mats with wide slits should be chosen and the little cheap five inch soft wood slats can be used instead of the fringe, or the 8x8 mats, made of heavy construction paper, which require no weaving needle, can be used; afterwards the larger-sized mats of wide slits, and later of the narrower slits can be used. In using the weaving needle, grasp the fringe with the needle and weave with the needle drawing through the fringe at the finish.

We suggest the following combination of colors: yellow and violet, yellow and blue, gray and blue, brown and red, red and yellow, orange and green, dark green and light green.

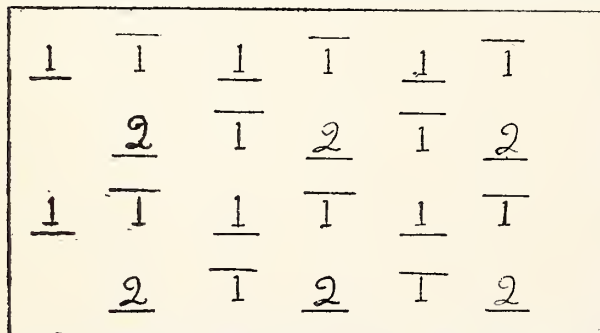
A good combination with a view to teaching tints and shades can be in standard colors and tint one or two, or shade one or two of same. Shade two and tint two, shade one and tint one of any standard color.

We recommend Mrs. Hailmans' graded four inch mats, or the construction paper mats for first weaving. If the mats are too large or there are to many slits the children are likely to soil them and mar their appearance before their completion.

Uncut weaving mats are provided with lines printed on the back as a guide for cutting the mats and fringes, which can be done by the teacher of older pupils. Twice the quantity of uncut mats are furnished at the price of the cut mats, but the 7x7 mats are not furnished, nor the other mats in slits narrower than 1/4-inch, as we deem the work of cutting would prove too tedious where so many cuttings are to be made.

The beauty of the mats will depend largely upon the selection of colors that harmonize, and the design of the mats.

We give below dictations for a number of mats that will be found quite pleasing. After the pupils have learned to use the needle, the teacher can place the dictation on the board or on slips of paper placed on their desk and the work can be continued with but little personal supervision. The accompanying cut illustrates a short method of writing this dictation. The teacher will readily understand how to dictate any mat in this simple way.



The top line would read: under 1, over 1, under 1, over 1, under 1, over 1, under 2, etc.

When weaving with the paper is to be commenced, tear off a strip of the fringe, attach it to the needle and inserting the weaving needle, weave over and under according to the design. The simplest weaving consists of over one, under one, etc.

Dictation for Practical Sequences in Mat Weaving

Abbreviations: ol means over 1; ul means under 1; o2 over 2, etc.

MAT A 1

1st strip, o 2, u 2, o 2, u 2, o 2, u 3, o 2, u 2, across.
2d strip, o 1, u 2, o 2, u 2, o 2, u 2, o 1, u 2, across.
3d strip, u 2, o 2, u 2, o 2, u 2, o 3, u 2, o 2, u 2, o 2, across.
4th strip, u 1, o 2, u 2, o 2, u 2, o 2, u 1, o 2, u 2, o 2, u 2, across.
5th strip, like 1st.
6th strip, like 3d.
7th strip, like 1st.
8th strip, like 3d.
9th strip, like 1st.
10th strip, like 3d.
11th strip, like 1st.
12th strip, like 3d.
13th strip, like 9th.

Thus continue until mat is completed.

MAT A 2

1st strip, o 2, u 3, o 3, u 3, o 1, u 3, o 3, across.
2d strip, o 3, u 3, o 3, u 5, o 3, u 3, across.
3d strip, u 1, o 3, u 3, o 3, u 3, across.
4th strip, u 2, o 3, u 3, o 3, u 1, o 3, u 3, across.
5th strip, u 3, o 3, u 3, o 5, u 3, o 3, across.
6th strip, o 1, u 3, o 3, u 3, across.
7th strip, like 1st.
8th strip, like 3d.
9th strip, like 5th.
10th strip, like 7th.
11th strip, like 9th.
12th strip, like 11th.
13th strip, like 7th.
14th strip, like 12th.
15th strip, like 11th.
16th strip, like 10th.

Thus continue until mat is completed.

MAT No. I.

1st strip—ol, ul, ol, ul, across.
2nd strip—ul, ol, ul, ol, across.
3rd strip—like first.

Continue until mat is finished.
Continue the weaving of over one, under one for a considerable time.

MAT No. II.

1st strip—o2, u2, o2, u2, across
2nd strip—u2, o2, u2, o2, across
3rd strip—like first
Continue until mat is finished.
Repeat frequently for practice.

MAT No. III.

1st strip—o2, ul, o2, ul, across
2nd strip—u2, ol, o2, ul, across
3rd strip—like first
Continue until mat is finished.

MAT No. IV.

1st strip—o3, u3, o3, u3, across
2nd strip—u3, o3, u3, o3, across
3rd strip—like first
Continue until mat is finished.

MAT No. V.

1st strip—o3, u2, o3, u2, across
2nd strip—u3, o2, u3, o2, across
3rd strip—like first
Continue until mat is finished.

MAT No. VI.

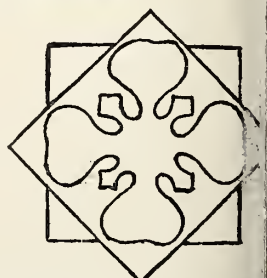
1st strip—o3, ul, o3, ul, across
2nd strip—u3, ol, u3, ol, across
3rd strip—like first
Continue until mat is finished.

Seventh and Eighth Occupations—Paper Folding and Cutting

Paper folding and cutting is perhaps of all occupations most popular in primary schools. There are so many objects that can be constructed, and so many different plans for paper mounting, that we can hardly touch upon them here. Free hand cutting consists in cutting out forms representing objects without marking, and pupils frequently make 1 markable progress along this line. Most children will prefer to cut out animals, and the central thought of any motif can be illustrated in many ways.

Silhouetting, which consists of cutting designs, frequently of black paper to be placed over white or a strong contrast color, proves interesting and fascinating to the children.

Beautiful effects in paper folding and cutting and mounting, can be secured by following the instructions given below. Use 4x4, or 5x5 paper, placing them together, after cutting as shown by the accompanying illustrations. The instructions for doing this work are as follows:

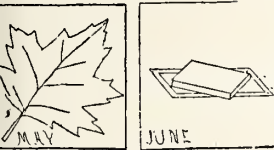
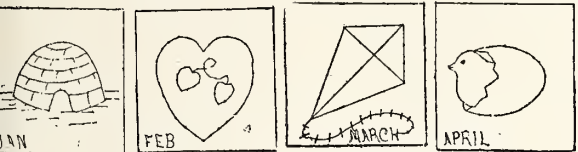
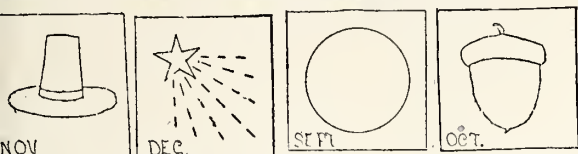


For folding place one edge of the folding paper parallel with the edge of the desk, fold the lower edge to the upper edge and then the right edge to the left (figure 2), at the lower left corner you will find two loose corners; fold the upper or to the upper right corner, then turn the paper over and fold

Kindergarten and Primary Sewing Cards

Order from J. H. Shults, Manistee, Mich.

Mary L. Lent's Primary Sewing Cards, No. 1.

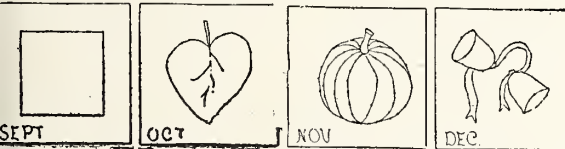
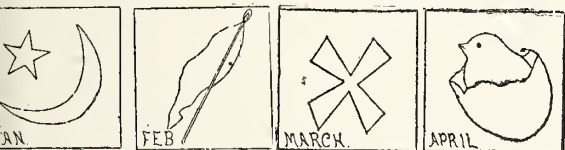


The above shows Series No. 1 consisting of one card for each month, size $3\frac{1}{2} \times 3\frac{1}{2}$ ins., each design having dots showing where perforations should be made.

336 Mary L. Lent's Sewing Cards, Series No. 1, ten cards, 8c. Postage, 1c.

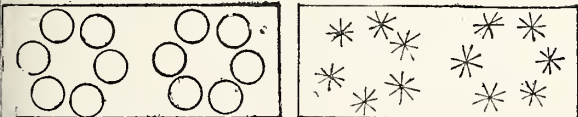
Mary L. Lent's Sewing cards, Series No. 2

(Illustrated below)



Minnie Anderson's Primary Color Sewing Cards.

We illustrate below four of a series of sixteen cards $3\frac{1}{2} \times 7\frac{1}{4}$ in., for teaching combinations of colors, colors that harmonize, etc. They are issued in two sets of eight cards each.



Miss Arnold's Natural History Sewing Cards.

rebrates, 25 cards, \$0.30 \$0.05
ds, 25 cards, " 30 .05
vertebrates, 25 " 30 .05

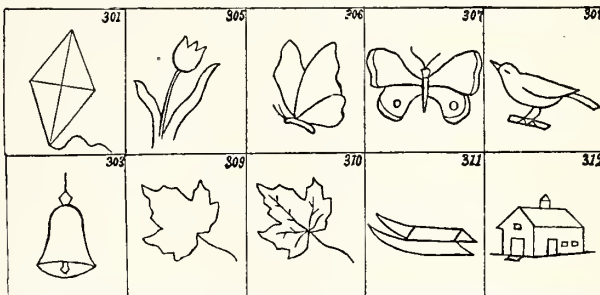
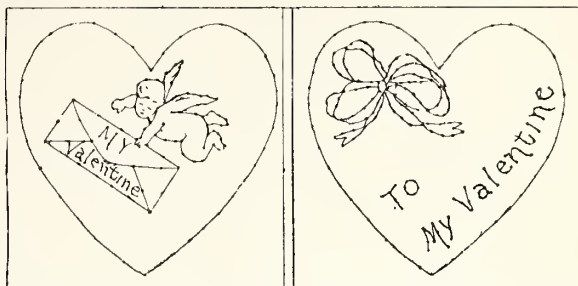
ircular descriptive of these
rds sent on application.

Metta Weimer's Language Sewing Cards.

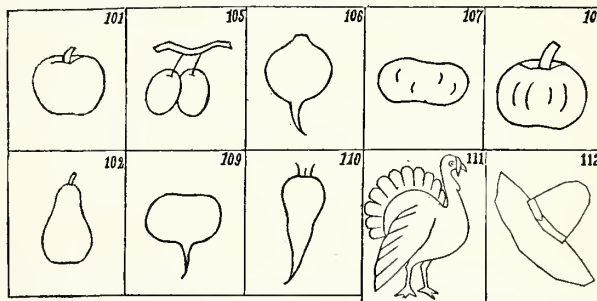
Consisting of a set of five cards as follows. Outline of stocking, with words "Christmas to Mamma." Outline of heart with words "A New Heart for a New Year." Outline of hatchet with words "Speak the Truth." Outline of egg, with "Easter Greeting." Outline of bell with "Never be late." Cards are $3\frac{1}{4} \times 4\frac{1}{2}$. Postpaid 7 cts.



241a. Miss Weimer's Valentine Cards, set of 3 cards, \$0.05



No. 222E. Ten perforated cards as shown above, $5 \times 6\frac{1}{2}$ ins., 9c.; postage, 2c. Any live, 5c.; postage, 1c. Per 100, 75c. postage, 20c.



2 12F. Ten perforated cards as shown above, $5 \times 6\frac{1}{2}$ ins., 9c.; postage, 2c. Any live, 5c. postage, 1c. Per 100, 75c. postage, 20c.

Beautiful Half-Tone Sewing Cards



Madonna, by Bodenhausen.

The Holy Family, by Carl Muller.

The King of the Chariot, by Raphael.

These cards are all $5\frac{1}{2}$ inches square; have beautiful half-tone in center with border perforated for sewing. We put them up in packages of 25 at 25c each; post age, 8c per package. Order by number as given below.

- | | | | |
|---------|------------------------------------|----------|-------------------|
| 93-E-1 | Sistine Madonna, plain ribbon. | 193-E-10 | Lincoln. |
| 93-E-1 | Bodenhausen Madonna, plain ribbon. | 193-E-13 | McKinley. |
| 193-E-5 | Madonna of the Chariot. | 193-E-14 | Valentine design. |
| 193-E-7 | Holy Family. | 193-E-17 | Cleveland. |
| 193-E-9 | Washington. | 193-E-23 | Puritans. |
| | | 193-E-15 | Roosevelt. |

Dunn & Curtis Color Cards

Printed in colors for the purpose of placing before children truthful and delicate representations, and that they may acquire with the manual operation a real interest in the subject which they outline.

Set A, Literature Illustrations, 8 cards, . . . \$0.25
Set B, 8 Cards for Special Occasions,25
Per dozen, any design40

Froebel Sewing Cards

No. 193-E-12, 35 halftone portraits of Froebel, with ivy, pricked, for easy sewing. 20c; postage, 7c; 100, 50c; postage, 25c.

FOR THANKSGIVING

Thanksgiving Entertainments by Marie Irish, Clara J. Denton,
Laura R. Smith and others



contains 12 tableaux for all grades. Illustrated. 144 pages. 25c.

FIN DE SIECLE THANKSGIVING EXERCISES. Contains material for several entertainments. Separate program for each grade. Original songs, recitations, dialogues, and many other features. Bright, enthusiastic, sensible. Price 15 cents.

THE TWENTIETH CENTURY THANKSGIVING EXERCISES. Provides an abundance of choice new material for celebrating Thanksgiving in the schoolroom. Practical, gratifying, sensible. Price 15 cents.

SPECIAL DAYS IN THE PRIMARY GRADES. By Mary L. Hood. Here we have a little work original, tried, and found just the thing. It contains songs, recitations, dialogues, exercises, etc., for May day, Memorial day, Columbus day, Christmas, Lincoln and Washington days. Also a Mother Goose operetta, suitable for closing of schools. This last has over twenty pages, words and music, and will make a fine entertainment. 64 pages. Price 15 cents.

MODERN DRILL AND EXERCISE BOOK, THE. By Harriette Wilbur. Twenty-five entirely new drills, pantomimes, and exercises for children of primary and intermediate grades. Contents: A Bird Play, A Bouquet of Daisies, Chalk-Talks, Cherries Are Ripe, Colonial Dames and Squires, Friday Afternoons, A Good-Night Drill, A Goose Drill for Little Goslings, Jack Horner's Christmas Pie, The Jolly Jumpers, Little Grandmas, Military Drill, Mr. Turkey's Enemies, Our Country's Flag, A School of Ghosts, Sunbonnet Babies' and Overall Boys' Drill (for ten boys and ten girls), A Sunflower Entertainment, Uncle Sam's Veterans, The Zu-Zus, etc. Fully illustrated and explained. 151 pages. Price 25 cents.

OTHER HOLIDAYS



All the Holidays, By Clara J. Denton

For all grades. 39 dialogues, exercises and plays, 31 recitations for the following: New Year's, Lincoln's Birthday, St. Valentine's, Washington's Birthday, Easter, Arbor and Bird Days, May Day, Flower Day, Memorial Day, Closing Day, Fourth of July, Thanksgiving and Christmas. The material is all new. Contents: The Minute Men, for 10 boys; Making the Best of things, 5 girls and 5 boys, Tongues in Trees, 3 boys; An Arbor Day Medley, 33 Children; Keeping the Day, 5 girls and 2 boys; In Honor of Thanksgiving, 21 girls and 12 boys; Hanging Up the Stockings, 1 girl and 2 boys; What Christmas Means. 201 pages. Price, 25 cents.

Select Readings and Recitations for all the Year Around— For Labor Day, Thanksgiving, Christmas, New Years, Washington's Birthday, Easter and Memorial Day; 12c., postpaid.

Author's Birthdays.

No. 1 contains 25 separate programs on Longfellow, Bryant, Hawthorne, Holmes, Burns, Dickens and Shakespeare. Price, 25c. No. 2 contains 25 separate programs on Whittier, Emerson, Lowell, Irving, Milton, Tennyson and Scott Price, 25c.

How to Celebrate Arbor Day.

Contains helps for all grades of school, including "Origin of Arbor Day," "Hints on Planting Trees," ten Special Exercises, the Pink Rose Drill, 50 Quotations, Recitations and Songs. 96 pages. Price, 25c.

Arbor Day in the Primary Room.

Consisting of recitations, class exercises, simple songs, action songs, for the very smallest children Price, 15c.

School-House Flag.

By J.-K. Lundy. A national patriotic exercise for flag raising, flag festivals and all patriotic entertainments. Ten pieces of music with words, an address of welcome, six declamation or recitations, two addresses, a flag drill. Price, 15c.

Order from J. H. Shults, Manistee, Mich.

American Primary Teacher

Edited by E. A. WINSHIP

Published Monthly Except July and August

An up-to-date, wide awake paper for the grades. Illustrated articles on Industrial Geography, New Work in the Grades, Drawing, Fables in Silhouette and other school room work.

Send for specimen copy and prospectus.

Subscription, \$1.00 a Year

NEW ENGLAND PUBLISHING CO.

299 BEACON STREET, BOSTON

Dutch Ditties

FOR

CHILDREN

FIFTEEN SONGS

WITH PIANO ACCOMPANIMENT

Words and Music

by

ANICE TERHUNE

Pictures by Albertine Randall Wheelen

71.25 net

NEW YORK: G. SCHIRMER

BOSTON: BOSTON MUSIC CO

LONDON: SCHOTT & CO.

Cheap and Excellent Books

SONG KNAPSACK, 142 songs for schools, 10c; \$1 dozen.

"PAT'S PICK, 124 pp. All the music to the KNAPSACK songs. Sweetest, sanest, jolliest song book made. Cloth, 50c.

PRIMER OF PEDAGOGY, by Prof. D. Putnam. Just what the times demand. Cloth 122 pp. 25c.

MANUAL OF ORTHOGRAPHY AND ELEMENTARY SOUNDS, by Henry R. Pattengill. Up-to-date. 104 pp., 25c.

CIVIL GOVERNMENT OF U. S., by W. C. Hewitt. 118 pp., complete, new, cloth, 25c; \$2.40 per doz.

MEMORY GEMS, 1000 GRADED SELECTIONS, by H. R. Pattengill. 143 pp., linen morocco finish, 25c.

MORNING EXERCISES AND SCHOOL RECREATIONS, by C. W. Mickens. New, 267 pp., 50c.

PRIMARY SPEAKER FOR FIRST AND SECOND GRADES, by Mary L. Davenport. Fresh, elegant. 132 pp., 25c.

OLD GLORY SPEAKER, containing 80 of the choicest patriotic pieces written. 126 pp., 25c.

HINTS FROM SQUINTS, 144 pp. Hints comical, hints quizzical, hints pedagogical, hints ethical, hints miscellaneous. Cloth, 50c.

SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling", in school.

HENRY R. PATTENGILL, Lansing, Mich.

The Kindergarten-Primary Magazine

VOL. XXIV—DECEMBER, 1910—NO. 4

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

SPECIAL OFFER—Only \$1.00 to Jan. 1912, or \$2.25 to Jan. 1914, to all who subscribe before October 31st, 1910

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 26c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

We extend to friends and patrons everywhere our earnest wish for a most enjoyable and profitable Christmas season.

The faith and love of the true Christian seems essential to the really successful training of small children. The atmosphere of sympathy and loving kindness so helpful in their growth is essentially Christian and how can this atmosphere be maintained if the teacher comprehendeth not the things of the spirit.

If it be true that children who remain out of school until seven years of age are likely to overtake in a few years those who began the school life at five it nevertheless does not argue for the elimination of the kindergarten. For many children the kindergarten provides for the few hours it is in session the only wholesome home-life they have; it keeps them off the street and away from the schools of crime which infest all large cities. It gives them the community spirit, teaches them self-control, to love the beautiful and harmonious, and gives them an example of wholesome, helpful living.

THE CHRIST CRY

E. LYELL EARLE

A CHRIST and a Christ, how
we need one
To visit the walks of men,
Where the wrong-ridden brothers
are groaning,
Waiting redemption again.

A Christ and a Christ, how we
need one
To visit the haunts of sin,
When the Magdalen sisters are
moaning
The redeemed Magdalen's
life to begin.

A Christ and a Christ, how we
need one
To visit the new Caesar's
power,
Where fraud and corruption are
blighting
The fairest of liberty's dower.

A Christ and a Christ, how we
need one
To visit the stall and the
mart,
Where suck the vampires pluto-
cratic
The blood of the toiler's heart.

O, Christ and O, Christ, come
Thou quickly
To the lives and the con-
science of men;
This wrong-ridden nation is
groaning,
Waiting redemption again.

A CHRISTMAS LETTER FROM FROEBEL.

Blankenburg, Dec. 18, 1840.

Highly Honored Dear Cousin:

You have recently introduced me to your beautiful family life, and to your life as a mother, and have permitted me to be a witness of both. But the genuine mother-love, the true womanly life appear in their greatest glory at the dear Christ-feast, when striving to introduce the highest and best, the divine in the form of a child, as the Christ-child, into the family life. Will you now have the goodness to permit me to communicate with you on the subject of the celebration of the feast of the dear Christ?

You stand plainly before me as well in your simplicity and modesty, as in the deep effectiveness of your motherly fostering. You show me the high influence of motherly action and motherly life on the mind and life of the child. May I, also, show you the nature, the power and the significance of this motherly and womanly influence in a mirror of life which is as clear as it is uniting—in the mirror of life in which I described this motherly action as a first and essential member of the great whole of human life? It is not enough for man, as a reasoning being, that his goodness should be accidental, but he desires that it should be an indication of his worth; and by this desire he proves himself to be God's child since he is able to attain to a clear insight into himself, his creation. In this way he attains to a clear perception of what he desires and is, and so to true self-respect.

He comes to the elevating feeling that man in his action does not stand alone, still less is he isolated. This glad feeling of mutuality is necessary to all-sided as well as to imperishable action. For this reason the Christ-child might bring this joyous feeling to you in its deepest significance. To give this feeling and consciousness to women, especially, is the aim of this little book, "The Vocation of Women," by Krusi, and therefore you will permit me to add it to your Christmas presents as the most insignificant and smallest gift. Would that it, with your desire for spreading all that is good, **might** bring many of your women friends to the consciousness of the significance and importance of woman's influence, and unite them in the effort to elevate mankind in childhood and by means of the Child. Should this be the case, this and each succeeding year would ad-

vance toward a more beautiful Christmas festival—a festival which would each year be more full of significance.

Your dear sons, Robert and Maurice, have dextrously and thoughtfully played with the gifts sent to you for examination; and I myself have learned so much from their play, and have taken so much delight in it, that I would like to make a joy also for my dear little cousins at the Christmas festival. If this is permitted to me, I beg to add to your Christmas gifts the one which accompanies this letter. It is the play-gift which follows the one with which they amused themselves, and which has proved to be suited to their present age. I do not doubt that the earnest father will be glad to permit his dear sons to fill up many unemployed hours, especially in the holidays, by using these boxes which furnish a means of play, and at the same time of true employment. The law for the use of this gift is the same as for the use of the preceding; that all the parts must be used in each representation, or at least that each part must have some reference to the whole. Now, as compliance with this law develops the spirit, so also does it strengthen and elevate the mind by making the child anticipate, and even spiritually discern, the unity in and by means of all manifoldness, and the invisible acting power in that which visibly appears. And so it is not foreign and external to the Christmas festival, but entirely corresponds to the spirit and tendency of this festival, as it also contributes its mite to the spiritual perception and thankful recognition of the unity of all things anticipated by the mind, and also to the messages of peace brought by the Christ-child.

May the highest and best for which your minds yearn come to you all; so that the beautiful wish which your goodness gives me for the festival, "peace and joy" may resound in all your hearts as an echo of the Heavenly greeting with which on the holy night a world united with God and thus rejuvenated, was greeted.

Your loving cousin,

FR. FROEBEL.

Translated by Josephine Jarvis, Cobden, Ill.

There is a perennial nobleness and ever sacredness in work. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works. In idleness alone there is perpetual despair.—*Carlyle*.

CHRISTMAS AND ITS TRADITIONS.

A Reprint by B. J.

How much of the universal spirit of goodwill and hearty cheer that we associate with the Christmas time really originated with the Christian era? The question startles us, perhaps, but it opens a way to a study full of interesting surprises. Thru it we realize anew that human nature is human nature the world over; that it ever seeks the divine light and grows upward surely but very, very slowly.

Our Christmas festival undoubtedly is an evolution of the joyous celebration with which primitive man welcomed the northward turning of the light-bringing sun.

Nowadays, coal grates and ranges, steam, hot water, and hot air, turn winter into summer at our command, while gas and electricity return instantaneous light for the scratching of a match or the pressing of a button. Winter is the time for energetic work in daylight hours, and the once-dreaded night is anticipated with pleasure as the time for cozy groups around the cheerful lamp, or merry gatherings in theater, hall, or lecture room.

But quite different was the winter's approach to our early ancestors, however hardy. Huge fireplaces, however well filled, warmed but poorly the draughty dwellings, and candles, crude lamps and torches made poor substitutes for summer's genial warmth and dancing sunbeams.

Cold and snow and high winds, wild animals and lawless men, were bitter realities indeed; but in addition, the active imaginations of our ancestors created more dreaded enemies out of their fearsome ignorance. Witches, hobgoblins, bad spirits of all kinds, peopled the world beyond their fire's magic circles, and added to the terror of the night. Do we wonder that the coming of the dawn and the lengthening of the days meant more to him than to us of the comfortable twentieth century? Yet we, too, rejoice when the shortest day has come and gone.

The Solstice.

When early man began to observe the movements of the heavenly bodies he noticed among other phenomena those we know as the solstices, of summer, June 21, and of winter, December 22. On these days the sun apparently stands still, and then, in the latter case, turns back his northward journey. This meant that winter's prolonged night was to be overcome

by day; that warmth and light, birds and flowers, were to come slowly back with the turning of the wheel Yule. Once this phenomena had been proved unfailing, what marvel that song and merriment, good cheer and thanksgiving, should have grown around the inexplicable but annually recurring mystery. "Balder the Beautiful" dies not forever; "Persephone" returns to gladden earth anew.'

The pagan nations, Egypt, Greece, Rome, celebrated in much the same spirit as we today. The Roman Saturnalia fell in December and was a season of unrestrained mirth, of generous hospitality, of democratic good feeling. This was extended even to the slaves, who on this occasion were served and feasted by their masters. The poor and unfortunate were considered, and even war was suspended for the time being.

As stated before, our own happy Christmas seems to be an evolution of this early pagan festival. When they found it expedient, the early Fathers permitted the retention of such of the old customs as could be woven into the fabric of the new faith without destruction to its essential meaning. It is curious to see how many of the hoary traditions cling still to the growing mind of man. Some are still believed in as verities, some merely retained for the pleasure they afford the imagination.

The Date of Nativity.

The date for celebrating the nativity was not fixed definitely until the fourth century. When Christianity was accepted by Constantine, it became the state religion, and general persecution of Christians by pagans ceased. Up to this time, as one authority states, life had not been so sweet to the early converts and saints that birth was a matter for congratulation. Life was a tragedy to be gladly exchange for the peace and glory beyond the tomb. The celebration of birthdays, too, was regarded as a heathen custom, and this was an added reason for its neglect by the Christians, and even the birthday of the founder of their religion was unnoted. When, however, in the fourth century, the matter was investigated under orders of Pope Julius, it was found that April 20, May 20, March 29, and September 29, were each regarded in different places as the date of the Holy Infant's birth. In the western churches, however, December 25th was the date generally agreed upon, and it was finally adopted by the church authorities. The pagan festival had meanwhile greatly degenerated,

and the churches found it difficult to restrain the high spirit of revelry which cropped out during this "Feast of Fools." One of the Fathers upheld it with the thought that thus "the folly that is natural to and born with us might exhale at least once a year." Even those high in the church often lost the sense of dignity and reverence at those merry-makings, which seem to have resembled the modern carnival in license and hilarity.

The Yule Log.

The traditions connected with the Yule log seem to possess a perennial life. The derivation of the word is uncertain, but the most authentic would connect it with the Gothic *giul* or *hiul* (a wheel), since the wheel was the symbol of the winter solstice, that turning point of the year when the sun appeared to wheel back to travel northward once more. The Scandinavians were wont to build bonfires at this time in honor of Thor, and similar ones were burned on St. John Baptist's day, June 21, the summer solstice, so that its use thus would indicate a survival of ancient sun worship. Song and music accompanied the hauling of the log, one surviving song running thus:

Welcome be thou, our king,
Welcome born on this morn,
Welcome for whom we shall sing "Yule."

It was important to save a charred bit of the wood wherewith to kindle the next year's log.

Kindle the Christmas brand and then
Till sunset let it burne
Which quencht, then lay it up agen
Till Christmas next return.

Part must be kept wherewith to teend
The Christmas log next yeare,
And where 'tis safely kept the fiend
Can do no mischief there.

Thus kept the house would be preserved from burning. An old superstition also forbids a spinster, or flatfoot woman, to approach the burning log lest ill-luck follow.

Curious Christmas Customs.

In Scandinavia, on Christmas Eve, all the shoes in the house are placed in a row, to typify the concord which will prevail in the home thru the year. Some of these northern people made a special occasion of the day before Christmas by taking a full bath, which is mentioned as being apparently an unusual event. In these same households the Bible will be read the night before, and candles

placed in the windows to guide the Virgin on her way. An offering of a cake is placed in the snow, and a charming custom still retained attaches a sheaf of wheat to a pole as a banquet for the birds. Again, boys in white, with star-shaped lanterns, carry from door to door a glass box containing figures of the Mother and Child, and depart after singing a few songs, for which they receive refreshment. They are likely to be followed by masked performers who entertain in various ways those who bid them welcome.

In Paris, a midnight supper in a fine restaurant is a pleasure to pay for which clerks and students will forego a daily meal for some time. The thing to do is to enjoy each course in a different place, taking the final coffee in one's own room at breakfast time.

In Peru, beautiful church services alternate with merry-making and feasting. A bull-fight is a conspicuous feature of the occasion.

In Austria candles are often placed in the windows that the Christ-Child may not stumble; and in one town, after high mass, at midnight, the chapter of the generations of Jesus Christ is recited to the sound of a bell. Thus are the wolves, whose souls were once the spirits of evil men, debarred from doing harm.

According to an old superstition, the cock crows on Christmas Eve with unusual power to scare away evil spirits; the bees sing sheep move in long procession; the cattle speak at midnight and fall on their knees, but woe to him who ventures to spy upon them. An Alpine legend tells that once an unbeliever dared to overhear what was said; take warning all inclined to be eavesdroppers, for this is what he heard: "We shall have hard work to do this week," said one horse. "Yes," replied the second horse, "the farmer's servant is heavy." "And the way to the churchyard is long and steep," responded the first. One week from that day the servant was buried in his grave. Would you know what some of the farmyard folk say on this occasion? One old tale tells that—

"The cock croweth"—Christus Natus est (Christ is born).

"The raven asketh"—Quando? (When).

"The cow replieth"—Hac nocte (tonight).

"The ox crieth out"—Ubi Ubi? (where).

"The sheep bleateth"—Bethlehem.

Christmas Trees.

The origin of associating an evergreen tree with Christmas festivities is obscure, but

seems also to point back to pre-Christian times. A German legend asserts that once St. Winifred hewed down a mighty oak to which some converts paid reverence. A rushing wind lent its aid and the huge tree fell, split into four pieces. From behind was seen peeping upward with heavenward tapering spire a young fir, clothed in the green of eternal life, and this is offered by the wise saint as a substitute for the ancient Druidical tree. Van Dyke has written an exquisite story with this legend as a foundation. Some associate the symbolic tree with Yggdrasil, the mighty ash which supports the universe, according to Scandinavian folklore.

The ancient Egyptians decorated their dwellings with date palms, which symbolized life triumphant over death. It branches every month. It also stood for the starry firmament.

The Romans, too, carried pine trees in procession at the time of the Saturnalia. These bore images of Bacchus.

Lighted candles were a feature of the ancient Jewish Feast of the Dedication, which falls at about the same date as our own holiday; indeed, the Greek name for Christmas is literally "Feast of Lights," and when we remember that the German "Wihnacht" means "Night of Dedication," there would seem to be obvious connection between the festivals of the Old and New Testament.

An old reference to a Christmas tree is found in a Strasburg manuscript of 1608, now preserved in a town of Hesse. German folk along the Rhine rejoiced in its freshness and fragrance for two hundred years before it became familiar elsewhere. We hear of it in Munich in 1830, and in 1830 Helene of Orleans celebrated Christmas in the Tuilleries with a small tree.

In 1860 it was difficult to procure one in France; but a change came after 1870, for in that year the Germans kept Christmas in Notre Dame. Fifty thousand are now sold in Paris annually. The French succeed in keeping their trees till the following New Year's by securing them with roots intact, and planting them in tubs. A charming German of my acquaintance, now resident in London, also is particular to secure each year a tree with roots, and then she transplants them to her well-kept garden, where now flourish half a dozen thrifty evergreens.

Along with many other good things, Prince Albert Edward introduced into England the custom of honoring old Father Christmas with

a taper-lighted tree, and America, too, doubtless, owes much of the child-like joy of the festival to our German population.

The early Puritans were severe in their denunciations of all who even refrained from work that day. Their point of view resembled much that of the early Christian converts, and they had little patience or sympathy with the light-hearted ones who were tempted to enjoy such pagan or popish customs.

Carols.

The Christmas carol is still sung in many parts of England, and, indeed, is to some extent overdone in London suburbs. It is melancholy to be obliged to admit that the same carols, sung several times a day, for a couple of weeks before Christmas, by voices none too sweet, lose their charm before the day is really at hand.

Carols were originally accompanied by dancing, and they were not necessarily devotional, but sometimes quite the reverse. Many of the old ones sound doleful to us, even the supposed joyous carols being written in the minor strain. Eugene Wood suggests that, albeit it is sad, the minor expresses intense conviction, and hence its frequent use in expressing the sincere tho oftentimes melancholy faith of our ancestors. In the early days the bishops often sang with the clergy in the Episcopal houses on the day of Nativity. Boys dressed in Spanish costume dance still before the Holy Sacrament in the cathedral of Seville on one of the feast days. Later the mysteries and miracle plays developed, and to occupy the long time between the acts, carols were often sung. This sometimes resulted in an open fight between actors and singers, who became rivals for the favor of the audience; eventually, therefore, the singing was incorporated with the play.

The early feeling with regard to the Holy Family was quite different from the thought of today. The people dwelt upon the human side of the Divine trio more than does the modern church. The home life of the father, mother and child is presented in mediaeval times, in song, picture, and story, in a reverent yet naive way that endears to us the beautiful Trinity, and brings it nearer to our daily lives, tho possibly our sense of conventional and ecclesiastical propriety is shocked at first by the unfamiliar handling of sacred subjects. The child Jesus is represented in the carpenter shop, helping his parents with plane and saw,

while angels lighten his tasks in different ways.

A small picture in the Dresden gallery shows a lovely landscape and the sweet-faced Mary busy over the wash-tub, the child helping to wring out the clothes, the father hanging others on the line. We smile as we look, and yet we are glad to see daily, homely labor thus glorified, and to be told that the Divine Mother was not always floating in the clouds. In the following verses crops out the decidedly human spirit of the author in whose mind Joseph was evidently not yet canonized. Notice, withal, the tenderness expressed in the last few stanzas:

The Cherry-Tree Carol.

Joseph was an old man,
An old man was he;
He married sweet Mary,
The Queen of Galilee.

As they went awalking
In the garden so gay,
Maid Mary spied cherries
Hanging over yon tree.

Mary said to Joseph,
With her sweet lips so mild,
"Pluck those cherries, Joseph,
For to give to my child."

"Oh, then," replied Joseph,
With words so unkind,
"I will pluck no cherries
For to give to thy child."

Mary said to cherry-tree:
"Bow down to my knee,
That I may pluck cherries
By one, two, and three."

The uppermost sprig then
Bowed down to her knee;
"Thus you may see, Joseph,
These cherries are for me."

"Oh, eat your cherries, Mary,
Oh, eat your cherries now;
Oh, eat your cherries, Mary,
That grow upon the bow."

As Joseph was awalking
He heard the angels sing:
"This night there shall be born
Our Heavenly King.

"He neither shall be born
In house nor in hall,
Nor in the place of Paradise,
But in an ox-stall.

"He shall not be clothed
In purple nor pall;
But all in fair linen
As wear babies all.

"He shall not be rocked
In silver nor gold,
But in a wooden cradle
That rocks on the mold.

"He neither shall be christened
In milk nor in wine;
But in pure spring well-water
Fresh sprung from Bethine."

Mary took her baby,
She dressed him so sweet,
She laid him in a manger
All there for to sleep.

As she stood over him,
She heard angels sing:
"Oh, bless our dear Saviour,
Our heavenly King."

In the following quaint ballad we have a vivid, natural human picture of mother and child. How clearly, yet simply, are we made to feel the difference between the human and the divine quality of forgiveness:

As it fell out one May morn,
On one bright holiday,
Sweet Jesus asked his dear mother
If he might go to play.
To play, to play, sweet Jesus shall go,
And to play now get you gone;
And let me hear no complaint
At night when you come home.

The child goes to play, but is scorned by the other children, who claim to be "lords and ladies' sons." So he returns to his sympathetic mother who, to console him, says:

"Tho thou art but a maiden's child,
Born in an ox's stall,
Thou art the Christ, the King of Heaven,
The Savior of them all.
Sweet Jesus go to yonder town,
As far as the Holy Well,
And take away those sinful souls,
And dip them deep in hell."

"Nay, nay," sweet Jesus mildly said;
 "Nay, nay, that must not be;
 There are too many sinful souls,
 Crying out for help of me."
 Thus spake the angel Gabriel,
 Upon the good St. Steven
 "Altho thou art but a maiden's child,
 Thou art the King of Heaven."

SANTA CLAUS.

The dear old figure of Santa Claus is referred back to St. Nicholas, whose day falls on December 6. He was the patron saint of boys and girls, because of certain miracles performed during his life, first for three schoolboys, later for three maidens. In many places he visits the homes in anticipation of Christmas to learn of the children's conduct during the past year. In Germany it is Knecht Ruprecht, who thus catechises the expectant children. Jolly and rotund with bag on shoulder, he enters the home and questions the little folks before distributing the nuts and apples he carries for the meritorious (an earnest of better things Christmas-tide). Switches he displays as a warning to the naughty.

In Austria a young man in the vestments of a bishop, and attended by two angels carrying his basket of goodies, and a legion of black-faced devils, calls at the homes and examines the children in the catechism. This is a really solemn occasion. Those who know their lesson are rewarded, while the delinquents must stand aside. The serious business over, the attendant imps enter with much shaking of horns and clanking of chains.

Among some of the Christmas sports we note snap—or flap—dragon, which demanded the snatching of a raison from burning brandy and swallowing it while blazing.

In Suabia, maidens draw a stick from a woodpile and tell from its shape the trade of their future mates, according to its resemblance to a plane, a last, shears, etc. Others form a ring around a blind-folded gander and the girl he approaches will be first married. Many other such customs suggest the Hallow'en sports.

In one English district the cider-makers used to go, at Christmas time, and wassail or drink good health to his best tree. One old form runs:

"Stand fast, root, bear well up,

Pray the God send us a howling crop.
 Every twig, apples big;
 Every bough, apples enow;
 Hats full, caps full,
 Full quarters, sacks full."

This jollity, and sometimes rather rough play, has always been tempered by the universal good feeling of the season. Amid the cruder elements, survivals of old, old ways of thought, the figure of the Christ-child glides with a transfiguring tenderness and purity.

Does our recognition of the relationship between our own and the ancient pagan festivities detract from the beauty and sacredness of our blessed Christmas day? Rather should it enhance its significance. The spirit of Christmas can be symbolized by, but not condensed into one Santa Claus. God's love needs outlets countless as the singing stars of heaven. A common aspiration makes all mankind brethren. To the pagans, as to us, the physical phenomena in which they rejoiced has its spiritual significance. The renewing of the year was prophetic of the soul's immortality; the longing for the sunlight meant, too, the sunward reaching of the soul.

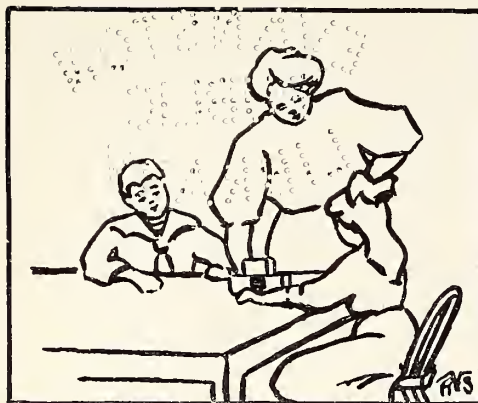
The light which lighteth every man that cometh into the world beamed in Judea with a fullness of radiance unknown before, and the artist will never tire of telling the story in picture, song and story.

As the Yule log of one year kindled the fire of the next, so annually we rekindle our love and divine sympathy at the fires set ablaze long ago. For the illumination now ours we are grateful to all the light-bearers, but above all to Him who was born in Bethlehem "Long ago on Christmas." Thinking of what the birth of the Christ-child means, again we seem to see his star in the East, and we sing with the angels of the Christmas story: "Peace on earth, good will to men."

Deliberate with caution, but act with decision; and yield with graciousness, or oppose with firmness.—*Colton.*

It is nobly said that as a future citizen the child is an asset of the state and not the property of its parents.—*American Primary Teacher.*

There is no action of man in this life which is not the beginning of so long a chain of consequences, as that no human providence is high enough to give us a prospect of the end.—*Thomas of Malmesbury.*



PRACTICE DEPARTMENT

SOME EDITORIAL CHRISTMAS SUGGESTIONS FOR DECEMBER PROGRAM.

The Thanksgiving festival leads naturally and happily into the Christmas joy. Grateful recognition has been made of the many blessings received thru the year, but the crowning gift of gifts is yet to be acknowledged. Lead the little ones to feel the blessedness of the season, but do not be sentimental or too serious. Let their cup of happiness bubble over, if need be. Whatever is done or left undone, given or received, let the spirit of Christmas reign supreme. We give below a few concrete ways in which the children can express the feelings all share at this child festival of the year.

Stories.—Among the stories valuable at this time are: The story of the Nativity, as found in St. Luke. It can be told almost word for word. "Why the Chimes Rang," Raymond Alden; "The Cup of Loving Service," Eliza B. Taylor; "The Little Fir Tree," Hans Anderson; "The Snow Queen," by Anderson. (This can be continued thru several days.) "Piccola and the Wooden Shoe," "The Twin Lambs," and "The Duckling," in "Among the Farmyard People," by Clara Pierson, convey the thought of service to others in a delightful, impersonal way. Recite "The Night Before Christmas," and tell the old English poem of "The Robin's Christmas Eve."

Songs.—There are three charming collections of Christmas hymns and carols, "The Christ-Child in Art, Story and Song," with directions for an entertainment, compiled by Mari Ruef Hofer; "The Children's Christmas," by Myles Birket Foster, and "The Children's Festival Service," by Nora A. Smith; "Once a Little Baby Lay," and the "Wonderful Tree,"

are in "Songs and Games for the Little Ones." "Hang Up the Baby's Stocking" is a happy little song by Emily H. Miller. Reinecke has written lovely Christmas and star songs.

All of the song collections contain certain jolly sleighing, skating, snowing and Jack Frost songs.

Plays.—Dramatize, of course, the Santa Claus story, with first gift balls for presents. Real jingling bells attached to the reindeer's harness will add to the delight. Let the child play being a Christmas-tree, decorated with gift balls by the other children. The children always enjoy a snowball battle with imaginary balls. Try skating, too, and a sleigh-ride.

While playing at visiting, the children will enjoy learning to make "old fashioned bows." After the "good-byes" are sung, let each child approach the teacher in the center of the ring and drop a little courtesy. Beware, however, of letting the children grow self-conscious.

Occupations.—Clay—Model sheep and shepherd; if you can spare enough clay, let each child make a little cup or vase to take home. It can be used for matches. On a plaque a Christmas-tree can be modeled in relief.

Sand.—Plant little trees in sand and play at cutting down and hauling in the tree.

Cardboard or Pressboard.—Stable for cattle, work-basket (with pentagon for base), cradle, trough (to be used for pin tray). Circular and triangular trays, wall-pocket, match scratchers, etc.

Folding Paper.—Snow-shoe, envelope (Christmas card), barns, star-units for decorating picture frame.

Cutting, freehand or following outline, snowflake design for frieze, sheep, shepherd, stocking, etc. Illustrate "The Night Before Christmas."

Cardboard Sewing.—Decorate frame for picture. Use conventional design.

Decorate cover for needlebook, penwiper, etc. Make cornucopia.

Weaving.—Weave lamp-mats of strips of felt; also paper strips for scent bags. Make chains of various kinds for free decoration.

Outside Material.—Let the wee ones make a snowstorm by tearing paper into bits.

A dainty cardboard screen can be made of four oblong pieces of bristol board. Paste a tiny Christmas picture on each; fasten together with worsted.

One kindergarten, short of funds, made kettle holders for the mothers out of brown butchers' paper folded several times and overcast.

Candles can be made in two ways: First, melt wax, dip in a small string, take out, and let cool. Continue dipping and cooling till of required thickness; second, let each child have its division of sand, make a hollow mold with pencil, hold string in empty space and pour in melted wax. When cold the candle can be taken out and sand brushel lightly off.

Make candlestick of spool. Paste spool upon circle of cardboard, after having inserted candle made of basket reed, make holes for insertion with awl. Baskets, of reeds or raffia. Frame made of envelope. Children cut diagonals across face of envelope, curve back corners over pencil, and decorate with wash of water-color shaded from one corner light, to darker one opposite. Decorate also with tiny stars, obtainable at stationers.

Wood.—Make barn, sled, cradle. Old soap boxes contain many possibilities.

Scrap-picture sheep can be pasted on blocks of wood, and a flock thus obtained.

Stockings and mittens of netting to fill with candies and hang on tree.

In one kindergarten the children were happily sewing mittens of red canton flannel which they cut out themselves along a line drawn by the teacher. A short piece of rope, unraveled at the ends, doubled and tied, makes a hairpin holder.

Doll's muff can be made of cotton batting pasted to cardboard forms.

Those living in warm climes can make a pretty fan by sewing together two daintily tinted pieces of cardboard, cut in a pleasing shape. Insert handle of two long splints, which should be tied to center of fan by worsted put thru punched holes. Tie also at the base of fan. Paste circles or scrap-picture on each side of fan.

THE CULTURE SYSTEM OF FIRST READING.

By Ellen E. Kenyon Warner.

The Natural Method of teaching first Reading, of which a brief description was given in your issue of October, is a method built upon kindergarten principles, kept close throughout to the nature of the child and his interests, seeking the most rapid growth of power to read with the least scholastic strain, and tending to establish for life such habits of study as lay scientists and educational psychologists alike have for several generations endeavored to impress on the teaching mind as correct.

It was developed in public school No. 43, Brooklyn, in 1886-9, partly published in contributions to the educational press during the years that immediately followed, and embodied in 1904 in the Culture Readers, now published by the Charles E. Merrill Co. Its distinguishing features are as follows:

1. Use of nursery literature for the very first text and of literary and other free themes throughout, without restriction of language used to any fixed vocabulary.

2. Memorization of these themes, with song and dramatization, as in nursery and kindergarten.

3. Practice in "reading" these themes, or saying them over while pointing to the words as written on the blackboard.

4. Word-finding games (a) by contest, reading over the piece till the word asked for is reached; (b) by recognition of form, the word asked for being written somewhere else on the blackboard and found in the text by comparison. (These games take a number of interesting forms.)

5. Review of the first thirteen themes in print (in the book), with enjoyment of pictures, etc., and much practice in word finding, using as far as possible the same games familiarized in the blackboard work.

6. Similar study of prose themes, selected for their culture values as correlative with the home and school interests and studies of the children and especially as related to an Ethical Course attempted in the books, and treated on the "sentence-lesson" plan, but in a free vocabulary.

7. A course in Word Study by which, without the labor of teaching a list of "stock words" the initial and stem phonograms which make up all monosyllables (and therefore all syl-

lables) are taught, together with the art of blending them.

At the time of publication of the Culture Readers, and for several years after their appearance, no published system of First Reading had presented any of the "features in common" which the output of primers of the last two or three years seems to establish, as stamping the modern first course in reading. These are:

1. Use of genuine literature (not mere couplets made to carry some word-teaching device) as first text.

2. Memorization before reading.

3. Reading after memorization.

4. Dramatization.

5. Derivation of "type words" (as they were called in the Culture Book Two) from free text.

These features distinguished the Culture Readers in 1904 from all preceding published systems, and the books were further set apart from their predecessors by other characteristics equally entitling them to their name, "The Culture Readers" and their teaching method to its name, "The Natural Method in Reading."

The Culture System still stands alone in the following:

1. It recognizes the relation of Reading to all other pursuits of home and school and its great importance as a character-building instrument and force. Though it begins with literature (and could therefore keep on with literature), it departs from the paths of easy book making and offers a carefully and prayerfully prepared array of free themes, each worthy of being dwelt upon long enough in thought to make a proper subject for a reading lesson, and each wanted for its own particular value in the thought-provoking series.

2. It does not dwell upon any of these themes, for purposes of word teaching or until the words are learned, but develops the themes for their thought values and the language as language lessons, leaning on memorization of text as long it takes to build independence through the scientific study of words.

3. It denies and disproves the necessity of a "stock word" list and of all the labor commonly spent in the acquirement of an "initial vocabulary." Its word-hunting games are not for the purpose of teaching a "sight list," but to teach the art of finding one's way through a body of text and to train the eye in distinguishing word forms roughly. It aims to give power

over words rather than words, and for this purpose takes for study a word the pupil has never seen before quite as willingly as one he has learned to recognize, first telling (of course) what the word is. Its practice lists are copious and free, the words being told as fast as wanted and used only as material for derivation and application of the phonogram which is the subject of each list. They constantly wring the changes, ing, ed, final s, ie for y, doubled consonants, elision of final e, etc., and so familiarize the subconsciousness with much that, when the more advanced grades require the teaching of it, will be found already known.

4. With absolute and fully justified confidence in the large and early result of this free course in Word Study, it indulges the child in his "divine right of vagueness" during the entire period naturally required for clearness to dawn on the literal content of words, and prolongs the privilege of "play reading" while waiting for this process to introduce mastery of text.

The few diacritical marks in the books were a concession to the trade at the time of first manufacture, have no relation to the system, are not used in connection with it, and will be dropped on the first revision.

PLAYS AND GAMES.

BELLE RYNER PARSONS.

Special Directions to Teachers.

The child's age and state of development should decide the amount and nature of the work given. In the child's education there is a fixed order of development for the deeper and more fundamental activities of mental and physical life. There are no clean-cut breaks but certain activities predominate in certain periods. In order that the higher levels may have a substantial basis, it is necessary that the more fundamental muscular masses and their corresponding nerve centers should be developed by suitable exercise. We should give the young child vigorous exercise of the large groupes of muscles which affect the circulation, respiration, and digestion, and establish the large co-ordinations as the only safe basis for the sound development of the accessory ones.

The aim of these programs is to infuse a thought-contest and a spirit of play into the regular gymnastic drill. The latter is particularly important. Physical exercises may

be made truly recreative by eliminating self-consciousness and the nervous strain resulting from forced or voluntary attention. If possible, the naturalness, spontaneity, unself-consciousness, and joyousness of childhood should be preserved.

It is hoped that the suggestions given will help teachers to bring a vitalizing plan not only into the physical exercises, but into all the work of the school.

The child loves to imitate, especially to imitate activity. What better place to make use of this instinct than in the physical exercise of the schoolroom? Instead of giving him the dull trunk-twisting drill, let him represent a weather-vane, imitate the pendulum of a clock, or the turning of a windmill; let him jump like a frog, or gallop like a horse,

* A. S. Barnes & Co.

or march like a soldier. When the desire to imitate simple and separate activities becomes a tendency to represent whole pictures or a series of connected movements, allow him to act out in his play the life of the world about him, especially the industrial life familiar to him. Find the fine, free movements of this industrial world and adapt them to his play, at the same time arousing on the part of the child a knowledge of, and a sympathy for, this important part of the social fabric.

A yet later stage of this tendency to imitate is found in the impersonation of an idea, the losing of the self in the world of make-believe. The wide-awake teacher sees in this great possibilities for moral training. The fairy, soldier, and knight are the themes here suggested for this particular period.

In choosing subjects for study, draw them from his nearest and keenest interests. The child can learn best when he is most interested.

If we follow the child's natural activities and make use of his spontaneous imitations we are likely not to wander far from his interests. Again, if we draw our material from the subject-matter of the classroom, we are likely to hit upon themes which are near his immediate thought-content, and among his daily interests.

The expression work of the physical exercise period, if based upon themes drawn from the daily program, will react to the advantage of the child. A large field will be furnished for the motor expression and the

mental impressions received in his school work will be strengthened.

The law of apperception—the going from the known to the unknown—should also be kept in mind. The child can represent perfectly only that which he knows. He cannot give a correct reproduction until he has a clear mental picture. He should not be asked to imitate or represent that which he does not know. He can learn the unknown only in terms of the known.

If the child has not experienced, or at least seen, the real activity, bring the apparatus into the class and illustrate the action to the children. A shovel, hoe, rake, step-ladder, caterpillar, cat, and a great many other things, from which the material is drawn, are easily to be gotten. Pictures may also be used for illustration of movements. Surround the children with pictures, or casts, showing free action, such as "The Grecian Ball Players," by Sir Frederick Leighton; "Atlanta's Race," by Poynter; a cast of the "Winged Mercury," etc.

In this way we not only combine the child's instinctive activity and his interests, but we base the physical representation upon actual investigation. Lead the child to look for and then illustrate the movements. Develop an open and alert mind, and a spirit of careful investigation.

A preparatory talk, a story, poem, song, or the presentation of a picture may well precede every lesson, especially if it is handled in such a way as to arouse a sympathetic attitude of mind on the part of the child. This is the time which decides in what spirit the work is to be done. The talk should in no way resemble a lesson. Often a simple question or two to direct the thought of the class will suffice. For instance:

"Who can make a sound on the desk like the patter of the rain?"

"Who can show me how the little rivulets of rain dance along over pebbles and stones?" etc.

Every child will want to respond to such questions as "Who knows?" or, "Who can show me?"

This method keeps the interests keen and the coördinations responsive, besides cultivating an alert and creative attitude of mind.

As a general rule the exercises involving the large, fundamental activities are best suited to the youngest children,—such exercises as will stir up the circulation and in-

duce deep free respiration. If the teacher will follow the suggestion of the children and not insist upon their doing what they do not like, or what they do only half-heartedly, she cannot go far astray.

Draw material from the familiar experiences, the near environment, the limited knowledge and keen interests of the children, in order that they may be able to show rather than be shown.

Keep the work simple and natural. Above all, do not "teach" the children to play the games or to give spectacular performances.

Choose a theme that will afford activity for the whole class and movements that may be repeated several times in succession not something that is simply dramatic, and offers a star part to a few.

Plan each lesson on a logical sequence both of thought and of action. It is well to have the new series of exercises grow out of the one just completed. Connections between lessons are suggested and many possibilities of choice given.

If you find the children tiring of a game before they have perfected the exercise it presents, change the theme, but select one that repeats the same exercise. One of the greatest advantages of this work lies in the fact that the same physical activity can be repeated again and again without growing irksome. New life is put into the movement by simply approaching the exercise from a fresh standpoint.

The following brief survey may be of some assistance in making an intelligent selection of exercises for the day, and in preparing the weekly, monthly, and yearly program:

Let movements relieve the brain by drawing the blood down. They also stimulate the circulation.

Trunk bending movements induce respiration.

Alternate side movements develop the waist muscles and spinal nerves, aid the circulation and digestion, strengthen the abdominal muscles, and make for the general elasticity and freedom of the body, thus assuring good position and carriage.

Balance movements are good for poise and coördination. Arm extensions develop and broaden the chest, straighten the spine, and induce respiration.

Head movements strengthen the neck muscles, and thus improve the posture of the head.

Here is a gymnastic day's order, based on the Swedish system:

1. Slow leg exercise.
2. Slow arm exercise.
3. Head movements.
4. Trunk bending or twisting.
5. Combination of above—giving all-over exercise and vigorous work.
6. Slow leg exercises to quiet heart beat.
7. Arm exercise.
8. Marching.

Proceed from accessory to fundamental and back again to accessory. That is legs and arms, trunk, legs and arms.

Proceed from slow to rapid action and back again to slow. This rule should be applied to each exercise separately and to the lesson as a whole. Never follow rapid action by complete rest and vice versa.

While the interest in the play does away with much of the stiffness and effort likely to accompany and make less effective the old gymnastic drill, at the same time the teacher must have a care that the real physical value of the exercise is not lost in the imaginative and dramatic interest in the game.

The teacher should have a care to present the right proportion of energy and relaxation, activity and rest.

Give a running exercise every day. The running afforded by the games and usually not offered in the drill is one of the most necessary exercises to a little child. It stirs up his circulation and respiration, and brings his vital organs back to normal action after the cramped position of the body bent over the desk. The running should be done out of doors if possible. If it is necessary to take the exercise in the classroom, confusion may be avoided by taking it "in place,"—that is, standing in one spot and going through the movement as if running.

Give such work as shall command a minimum of voluntary attention compatible with vigor and accuracy of movement.

After the activity has been indicated by the children, the teacher should see to it that the movement is correct in all its parts from the gymnastic standard.

When the simple activities have thus been drawn from the children and practiced until they are done correctly, bring them together in a game that shows sequence of thought and of physical action. This dramatization is the climax, the finished product. Let it

grow naturally. Do not force it upon the children.

It will doubtless take several days to "develop" one of these games.

Try to direct the attention of the children away from themselves. When they are impersonating trees, birds, animals, men, they will lose their own personality, forget themselves in that which they represent and consequently lose their self-consciousness, be more natural, more graceful, more at ease, less tense, and the exercise will be, at once, more pleasurable and more beneficial. For this reason, do not call the child out of his impersonation, and back to himself, by correcting a poor position, especially before the whole class.

Give few if any technical directions. Work for correct position through mental suggestion. In this way we avoid leading the child to think of himself as endeavoring to better or make more attractive his pose or his movement. Ask him to be a tall soldier, rather than reminding him to stand up straight and throw his shoulders back. Tell him to run like a brownie, instead of asking him not to make so much noise with his feet.

If the children do not put enough vigor into the work, tell them to send the swing higher,—to swim faster, etc. Any such interpolations should be spoken in cadence with the counting, so as not to interrupt the rhythm of the exercise.

Do not give personal comments, either to approve or correct an individual before the class. In correcting a poor position, go to the child, if possible, and show him, quietly, the correct exercise or posture. Keep the attention on the idea. Let the child think of what he is doing, not of himself as doing it. This method, besides keeping the child unself-conscious, secures better physical positions and movements.

If you employ some such method of suggestion and correction you will find him full of freedom, ease, spontaneity, where before he was clumsy, awkward, shy.

Self-consciousness and self-interest are the most restrictive influences in life. If we succeed in eliminating this one element from the formal drill, we shall do well.

In order that the attention may be centered on the thought rather than upon himself, formal commands are purposely omitted, lest they destroy the freedom and spontaneity

of the work. To keep order however, and united class work, signals are necessary. Therefore, each position is carefully described for the teacher's benefit, and suitable words suggested for each change in position. Moreover, each exercise may be divided into very slow and exact parts or into larger movements. For instance, in the simple example, gathering and tossing leaves, there are four movements—stoop, gather, stand, toss. The teacher may need to give each separate direction at first, but later, simply the two signals, "Stoop," "Toss," will be sufficient.

The "Orders" given are but suggestive. Other words may be substituted if only the rhythm of the movement is left unchanged. Words will suggest themselves to the teacher. Two things should be kept continually in mind,—good, vigorous work must be gotten from the children, but this should be done by appealing to their imagination and their interest.

More depends on the method of the individual teacher than on any other one thing to keep this work alive, vital, interesting. Without the right method of giving commands, these games will soon resolve themselves into the old gymnastic drill. Intonation, voice, quality, accent, play a most important part in counting for class work. The long drawing out of a word for slow action, the quick, crisp accent for quick action, the indication of effort in the voice when pulling, add realistic touches which help in the play. A low, quiet voice should be cultivated, but do not let the voice lose any of its crispness when lowered and softened. The teacher should throw imagination into the commands; let the tone of the voice, as well as the word of command, be descriptive of the activity.

The descriptions of the positions and movements which precede the "Order" are intended for the teacher, not for the children.

The "Order" is the command to be given to the children.

There are five kinds of "Orders," of which the following are examples:

1. Attention;—Ready;—Hop; Hop; Hop; etc.—Po-sition;
2. Attention;—Ready;—Fly; (around the room, free work) Po-sition.
3. Attention;—Ready;—Sway;—(Left)
(Right)

(8)—Position;

Attention;—Ready;—
Down

Up
Toss
Front

—(8)—Po-sition.

5. Attention;—
Stoop
Stand
Throw

—(8)—Po-sition;

In every instance "Attention" calls for good position and perfect quiet, all eyes on the teacher.

In some instances the exercise is taken from a special preparatory position given for that particular exercise. If this is the case, the position is described in the explanations for the teacher which immediately precede the "Order." Upon the signal "Ready," the teacher should simply take the position herself and delay further signals until the entire class has taken the same position. The children soon come to know the "Ready" position necessary before taking any given activity.

"Po-sition" is the signal to stop the exercise and come back to good position. This word is divided into two parts. The first syllable is to be long drawn out and spoken while the action is still going on. It is a preparatory signal indication that the exercise is to stop. The second part of the word is to be spoken with military precision and crispness, with a decided accent on the first syllable. In a counting exercise, the "Po" syllable takes the place of the last two counts. Thus "1-2, 3-4, 5-6, PO-sition."

Standing position—Weight on balls of feet, trunk erect, chest well up, hips back, head erect, look directly forward at a spot exactly on a level with the eyes, arms hanging naturally at sides. For the younger children this position is best given by example, without verbal explanation. The details of the position may be explained to the older children.

Sitting position—As far back in seat as possible, trunk erect, chest up, hips back, head erect, hands resting easily on ridge of desk, feet resting easily and naturally on the floor.

In giving the signal for standing, each teacher may use individual methods, the less counting the better; the most important thing being that the class get into good standing position in the center of the aisle with as little noise as possible.

Do not insist that the children hold perfect position between the exercises. If they come quickly to position upon the signals "Attention" and "Po-sition," that is enough. A command, "Rest" may be given the class after each exercise as a signal to relax.

The words used to describe the positions are the regular Swedish gymnastic orders.

In these exercises we do not insist, or even suggest, that every activity taken with the right arm be repeated with the left. While realizing the importance of symmetrical development, the theory of Dr. William T. Harris, that some of the more vigorous movements which are given for the right arm might affect the heart rhythm if taken in the same degree with the left arm, seems reasonable. Head, leg and trunk exercises should be taken an equal number of times to right and left.

Class exercises in breathing are purposely omitted on the theory that they should always be given by a specialist; but suggestions are given as to how the specialist may adopt the same method for the work in breathing as is here advised for the other exercises,—such as blowing out the Christmas candles, imitations of the wind, and smelling the smoky air in the woods, etc. However, a point is made to introduce into every lesson some vigorous exercise which will stir up the respiration and induce the child to take long and deep breaths in a manner natural and not too prolonged for each individual child. In fact, a full development of heart and lungs depends upon the running games of childhood. Class breathing exercises are likely to overtax and strain the individual capacity and injure the lung tissue, but the free deep breathing which follows upon a lively run will adapt itself naturally to the individual child.

We recommend that every exercise be given with music. It helps the teacher, inspires the pupils, and secures a rhythmic motion and response not to be gained in any other way. If it is impossible, however, to have a piano, the teacher should try to develop the ability to count with a quiet, even, well-modulated voice. A great deal may be accomplished even in this way for the training of the rhythmic sense, the muscular and emotional response to time and music.

After all is done and said, do not omit the drill work entirely. Give short marching drills at least twice a week. And when it is

introduced, see that all the spirit of the soldier enters in,—obedience, quick response to command, precision, and accuracy of movement. Let interest rather than discipline maintain order—but *maintain order*.

This work need not wait upon the physical exercise period. Sprinkle *expression* throughout the day. In the spelling lesson, let the children act the word as well as write or illustrate the positions or activities of which define it. In the reading lesson ask them to upon one knee uprising" ask several children "laboratory work in words."

By all means the exercises should be supervised by a trained physical director and, although the teacher should plan her one program from the side of the subject-matter, she should have each week's lesson carefully gone over by this physical director and the exercises criticised from the physiological point of view. On the other hand, the physical trainer could get many suggestions for excellent activities from the subject-matter of the classroom and many hints for correlating her work with the other subjects of the school curriculum.

Thus with the right conditions of correlation, and a sympathetic working together of the whole school, the smaller activities and dramatizations could be carried on in the schoolroom, while the large activities may be carried into the gymnasium, to make more vital the gymnastic drill or even the work on the apparatus.

Every teacher is strongly recommended to read the chapter on "Play" in "Froebel's Educational Laws," by James L. Hughes, and the chapter on "Motor Activity," in G. Stanley Hall's book on "Adolescence."

Editor's Note.—We recommend this excellent book to every kindergarten and primary teacher. It is based on safe physiological and psychological principles, and is furthermore a great source of suggestion and inspiration to the inventive teacher.

Three things that never "come back"—the sped arrow, the spoken word and the neglected opportunity.

Peace ought to be as free as daylight; and yet it is often one of the most expensive luxuries.

The forward look stimulates the forward step. To keep our eyes fixed ahead is usually to go ahead.

MUSIC IN THE KINDERGARTEN.

All rights reserved by

KATHERINE ORR WILLIAMS.

East Hill Kindergarten,
Ithaca, N. Y.

In beginning music in the Kindergarten, we need not depart from the traditional idea of teaching through play.

The greatest obstacle to be overcome is in the Kindergartner herself. As the vastness of the work looms before her and the numberless places of "you may" or "you may not," present themselves, she feels that the idea of real Kindergarten or Kindergarten spirit is being displaced by a cut and dried music lesson—and she revolts. So the first thing to do is to make over the work to suit (a) the spirit, then (b) the harmony with the subject matter and (c) the correlation of the music work with the regular work of the Kindergarten. Then the Kindergartner will be in a safe and happy way.

To elaborate upon the above, a, b and c, these instances may be cited. (a) The spirit: It is much easier to test a child's voice in play in this way:—"now children, I am going away in a train, today, who can toot a whistle like this, too, too, too?"—going around the class individually. In this way the Kindergartner has the spirit of play and the children have no idea that she is leading them on to an end and the work will progress more rapidly than as if the kindergartner said, "you sing this tone," or "you sing that."

(b) Getting in harmony with the subject matter presents a two-fold aspect—first: the supervisor; second: the songs and test work which are outlined by the supervisor. It will be absolutely impossible to work and work well unless the Kindergartner and music supervisor have a perfect understanding of conditions. It is well for the Kindergartner to study the personality and temperament of her supervisor, to know her musically and temperamentally as well as circumstances will allow. When this has been done, or while it is being done, it is time for the supervisor to be aware of what the teacher is doing, and to help the work along by some show of commendation or appreciation.

Then they will be established on a harmonic basis—ready for good work. Perhaps to elaborate upon the subject of harmony between the teacher and the supervisor, one

might add that if the idea of admiration or love for the supervisor grows the work will advance an hundred fold. For song in the kindergarten will follow the spirit of love as well as it does from the master's mind to his instrument.

(c) In beginning the work in September we take the music lesson as a work by itself, not trying to correlate it with the other work. This has to be done because of the ignorance of conditions. We do not begin the first days, and, sometimes, if the class is very young, timid or homesick, not until several days have passed. Then we start in this way:—"We're going to play 'train' today. Who would like to go? Of course we want engineers who can 'toot' whistles like mine." Then we sing 'toot, toot, toot, using three D notes of equal length.

If the child can return the true tone, we place him at the beginning of the circle as a permanent place. Then we go around the circle until all the true children are placed together.

Next to these true children are placed the "nearly true"—those we feel will work up in time. Next to these "nearly true" children are placed those who seem to be the impossible ones—the monotones—the nasal twangers and children having adenoids.

The next step is to meet the parents of the children having adenoids and persuade them to have operations performed upon the children, having their noses and throats cleared.

Now we are ready for work with 3 classes of children:—

(a) Those ready for work.

(b) Those nearly ready for work.

(c) Monotones, and seemingly impossible children.

With the first class of children we now begin with, "do, ti, do," using the syllables, "loo, loo, loo," the work of tone matching. Then "do, ti, la, do," always working down the scale and coming back to high "do." In a week's time this class will be able to sing down the scale, using the syllable "loo."—Then we work individually singing down all the time. Now this division of the class is ready for simple, descending scale songs. We can now call these children the singing children.

At the same time we have been working with the second division which by this time has become able to match C or D. This all

takes much time and patience as all the work up to this time is done individually. Gradually, and with many surprises we are able to work these children into the first or singing class; and, as they have listened to the work of the first, they very quickly join in with the scale songs.

Jointly with all this we have been working with the monotones, and work and work we may until, perhaps March, when they will be able to "toot" down the scale.

By this time we are reviewing songs,—and as they, too, have been listeners so long, they readily join in with the others. Of course all this is carried on with the children who enter in September. Children who enter later or do not come up to the standard mentally will still keep their places in the third place or class.

While the work is progressing with the singing children, we begin a little oral dictation work, that is:—if the class is mature enough for it. For two years we have been able to follow the whole year's work in oral dictation as laid out in the Ripley Tappar Rote Song Book. (Book 1) This is not compulsory in the kindergarten but we have found it such an excellent help in tone and ear training, that it may be used under certain conditions and circumstances. The children like this work and begin to feel that they are having real, grownup, music lessons.

Now as to the list of songs given by the supervisor. As the kindergartner scans them, she is apt to think that they are impossible—that she can in no way use them in the year's program. To make a concrete example of this I will quote a list of these seemingly impossible songs to show one way they were used without the loss of kindergarten spirit and to the surprise and pleasure of the workers. In giving the list it will appear at once that the order given by the supervisor will not bear any relationship to the cycle of work laid out by the kindergarten program. Sept.—Scale Songs—Ripley-Tappar Book 1.

Including such songs as:—

"Pitter, patter on the window

Dash the little drops of rain," or

"Now the autumn leaves are falling,
Birds their good bys now are calling."

Oct. —The Squirrel—Poulsson—Finger Plays
Jacky Frost—

Nov.—Three Little Kittens

Baa, Baa, Black Sheep

- Dec. —Christmas Bell Song
Once a Little Baby Lay
- Jan. —Sleepy Head
Airy Fairy Snow Flakes
- Feb. —Soldier Boy
Playmates
- Mar. —Pussy Willow
Wind Song
- April—Spring is Coming
Peter Rabbit
- May —Arbor Day Song
Dandelions
- June —Review

All the songs from Oct. to June can be used in connection with the general or specific thoughts,—perhaps not in the direct order as given by the supervisor but that can easily be arranged between the supervisor and teacher.

To go back to the work in September, taking up the songs which we call the scale songs, we present them in this way. After the children are able to sing down the scale, using the syllable "loo," we say, "Now I know another song which sings down and up, would you like to hear it?"

Of course they all do and I sing—

"Do, ti, la, sol, fa, mi, re, do,

Oh that's the way the scale names go."

Or, some times when the children have sung well, I sing

"Hear the little children singing such a joyful song."

Or

"Hear their merry voices ringing as they pass along."

When we are studying or enjoying the birds, we can use—

"Hear how the little birds merrily sing,
Wishing good morning to each living thing."

There are many songs which may be used in this way and there are many which may be made over. For example a simple little song about "the cow" was wanted the week we were learning about butter making. We changed the Play Mate Song to—

"I've a friendly cow at home," etc.

Now a word to the kindergartner who still thinks she can not follow a music program. Then why not make it a regular part of the program? Give it a place in the kindergarten program as we would give any work which would develop the child along such helpful lines. We must still keep up the kinder-

garten's reputation for breadth of views and versatility of subject matter.

The results in all this work are not alone of music value. Habits of good attention, concentration and unity follow in quick succession. Then there is the trend toward simplicity in thought and tune which will be far better for the children than the more difficult songs formerly used in the kindergarten and for which we have often been criticised.

Once tried, the kindergartners will soon overcome prejudice; for the beauty of the work is so evident and the values in clearness of tone, simplicity and growth, so sure; that it is sure to take its regular place in the kindergarten curriculum.

THE BEGINNING OF ART IN THE KINDERGARTEN.

(By Walter Sargent.)

Art in public education ought to produce two results: First, ability in graphic expression—that is, ability to take a pencil or brush and show how a thing looks; second, enjoyment of beauty in form and color. Ability to draw is valuable because it implies correct seeing, power to grasp the essential characteristics of a form and the possession of a common, convenient means of expression. Children who are learning to draw freehand are not only acquiring a means of setting forth their own ideas and observations, but they are gaining a knowledge of the vocabulary which artists use. This helps towards true artistic appreciation later on.

Ability to enjoy things which are beautiful in form and color implies much training in choosing and in making beautiful forms and harmonious combinations of color, and considerable acquaintance with good examples. How to bring about these results is the problem of art education. Many earnest students are at work upon it. We need to distinguish by actual experimentation and observation between those activities which are merely interesting at the time and those which, in addition to this, result also in definite progress towards ability and enjoyment, and to know what steps are best suited to each grade of maturity.

The kindergarten has an important contribution to make towards these ends. Young children are unhindered by any self-consciousness. They are responsive and enthusiastic. They will undertake to draw anything one

asks of them. The habits of seeing and interpreting that are formed during these early years continue, and therefore there is great need of effective teaching of drawing in the kindergarten. I shall speak particularly regarding what seems to me to be the most effective means of leading children to draw well, and suggest how this factor may be made more prominent in the kindergarten. There are also the other and fully as important phases of manual art, namely, constructive work and color and design, but in order to deal at all adequately with one it may be necessary to omit the others from this paper.

Effective teaching implies on the part of the instructor a knowledge of how children draw—for they have ways of their own; what their special abilities are, and what are their limitations; what sort of drawing is indispensable in the kindergarten, and what should be postponed till later; and what is the greatest stimulus to progress.

Little children draw from memory and imagination. The object presented serves them only as a suggestion. They give it one glance and draw whatever it suggests to them. Ability to represent correct proportions, exact forms, and beautiful shapes is something that comes later. Little children are not ready for these. The things that should be established in the kindergarten is a habit of free expression, a ready response whenever an idea can be illustrated, so that the children draw as a matter of course. The technique of their expression is a secondary thing. There should be little criticism and much encouragement; the crude drawings which they produce are all that should be expected at first, at this age. Progress in drawing comes when the teacher can draw with them and show them how. No other instruction is equally valuable. Children thus learn drawing as they learn language, by being brought into contact with those who use it. The objection is sometimes urged that there is danger that little children will copy. In fact, however, they simply take suggestions and make them over into their own form of expression.

I have been asked whether kindergarten children should represent objects "in mass" or in outline. That seems to me to depend upon the medium used. If children are cutting from paper, the result is naturally and of necessity in mass. On the other hand, if they are using a pencil they usually draw, as primitive peoples do, in outline. Since it is the limits

of a mass which give it shape, and those limits are readily expressed by outline, that would seem to be a natural method of expression, with a medium which produces a line more easily than a mass. A brush lends itself to either interpretation.

The real solution of all the questions regarding drawing in the kindergarten is a teacher who can draw with the children as she sings with them and plays with them. At this age drawing is not imparted by instruction but absorbed by contact. If children are to have their mental images made clear, and if they are to become acquainted with the language of art, it is necessary that they be with some one who can draw. Ability to draw is a necessary part of the equipment of a teacher of little children.

The drawing of young children readily settles into conventional symbols, unless stimulated by the example of some one who can draw well. That is the most important suggestion I can bring you about freehand drawing in the kindergarten. Kindergarten drawing will be good, not when our methods of instructing the children by precept are improved, but when our example is constant and when we draw with facility and pleasure.

The needful condition, therefore, is not a revision of courses, but a better preparation for illustrative drawing on the part of the teacher. I have been called upon several times to conduct the examinations in drawing given to candidates for positions in city kindergartens, and have been impressed with the lack of response to questions calling for a sketch from memory or imagination which involved the illustration of a story or the sketching of an animal or bird or of any common object.

This lack of ability to draw has no relation whatever to the possession or non-possession of special talent. Our training courses will never be efficient until we eliminate the influence of the tradition that talent is necessary. Some special aptitude is required if one is to be an author, a musician, or an artist, but practically every one can, with persistence and good training, learn to write, to sing, or to draw fairly well.

I venture to give some concrete suggestions as to the kind of training which will develop ability to draw well for and with children.

There should be training in the particular sort of drawing which will be needed in the kindergarten room. One can learn to draw very well on paper, and yet not be able to go

to the board and sketch for children. One may be able to draw beautifully in light and shade and color from objects, and be absolutely powerless to illustrate for children. Ability to draw on the board is gained only by drawing on the board. Ability to illustrate, which means drawing from memory or imagination, is not gained merely by drawing from objects. It requires practice in drawing from memory and in sketching from ideas. The kinds of drawing included in the kindergarten training course should be based upon the kinds that will later be needed in teaching.

In the short time allowed for drawing in kindergarten preparation the methods should be such as lead most directly to the wished-for result. It seems to me that the end would be more satisfactorily accomplished if, instead of devoting a large part of the time to drawing from objects and giving only incidental practice in illustrative drawing, the illustrative drawing should be the main thing, and objects used for reference whenever data are needed to supply the lack in the mental image necessary to such drawing. In actual practice such a use of objects generally results in closer observation and a more complete grasp of characteristics than when one is not required to reproduce one's knowledge out of one's head.

This brings me to the most important consideration, namely, how one who has no talent, so-called, can acquire a mastery of illustrative drawing. This comes by building up a graphic vocabulary, by learning through much study and repetition to draw one thing well and then another.

Children hint at what we have failed to appreciate in our attempts to teach people how to draw, namely, that one does not learn to draw in general. One learns particular things and may be able to draw one thing and be very doubtful about another. Many artists can paint a head but not a hand, because they have not learned hands. Adults say, "I can draw," or "I cannot draw." Little children say, "I can draw a bird," or "I can draw a house," or "I cannot draw a cat."

The other day a little girl said to me, "Give me a pencil. I can draw a square box and a round box." She had a definite idea of her vocabulary. Children and adults draw only by learning to draw one thing well and then another, just exactly as one learns any other language. It is not general ability which gives confidence; it is the realization that one possesses a specific graphical vocabulary.

Children realize this truth, and put it into practice. This is the most serviceable hint for methods of illustrative drawing that I know of, this building up of a definite vocabulary. If one steadily increases the number of things one can draw, one soon accumulates a fairly adequate list.

For the sake of definiteness in showing what is meant by **learning to draw** a particular thing I will describe in some detail the order of steps followed with a group of persons who wished to develop ability in illustrative drawing for use in the kindergarten. This work was planned for adults, not for children. The topic first chosen was a duck, but it might as well have been any other bird or animal.

1. A mounted duck was shown to the group and then put out of sight, and they were asked to draw it from memory. They were again allowed a moment's observation of the duck, and then improved their previous sketch or made another. The duck was again placed before them and they made a careful sketch from it. These sketches and the duck were laid aside and another memory sketch followed. Then drawings of the duck were made on the board and repeated until some confidence was gained. Only a few of the drawings were good, but most were recognizable. A visual image had been made sufficiently clear and permanent to use in improvement. The assignment of work before the next week's lesson was to choose a good picture of a duck and commit the outline to memory by drawing it at every opportunity, just as one would learn to write a letter in an alphabet.

2. The class tried to draw ducks in front view instead of profile, and practiced sketching them in various positions, referring at intervals to the mounted duck and to pictures for suggestions and data, but not as something to copy. These different positions were suggestive of incidents and stories, and introduced an element of interest not apparent in the first lesson. The visual image now became something that could be not only repeated but varied and used with considerable expression.

3. Part of the time was spent in illustrating stories, such as ducks feeding or swimming or running or surrounded by a flock of ducklings. The rest of the time was occupied by a new topic.

Later lessons brought reviews of the old and new topic and further development of

other subjects. Part of the work was at the blackboard and part at the seats. Occasionally, carefully-finished drawings of the subjects were required, but for the most part the work consisted of rapid sketches in strong lines. A continually-increasing collection of pictures added to the available data. Besides the class work, each member of the group chose an object to learn by herself and be prepared to use at any time.

The task of acquiring a sufficiently large repertoire is not as great as it may appear at first sight, if typical objects are chosen. Two or three birds thoroughly learned enable one to draw many others with a little study. The same is true of animals, trees, houses, and other rectangular objects; cups, bowls, and other curvilinear objects; landscape elements, such as mountains, roads, rivers, etc. The most direct steps towards making these one's own, to use as one sees fit, appear to be: (1) Learning to draw the thing in one position till it can be expressed readily and confidently. Sometimes it must be learned line for line as one commits a sentence to memory by much labor and repetition. (2) Mastering different positions till one can visualize the form in different attitudes. (3) Sketching incidents and stories involving the object.

If one stopped with the first step, one's drawing of that object would become by repetition a set convention. The other steps enable the student to use with freedom what he acquired somewhat mechanically. What we call style, anything that gives charm to a drawing, comes only after one has reached the third stage. Some of the drawings soon become really charming, in that they express an idea with pleasure and facility instead of with laborious struggle for the form.

If one can reach that stage with half a dozen things, one is well started in illustrative drawing for children; and there is no limit to the enrichment of the store of usable images, except the disposition of the student to add to and perfect them.

Destiny does not depend on any chance of the moment, we are fixing our destiny all the time in our decisions, our acts, and in our habits of life.

But one favor is asked by truth—that you simply stop and listen.

Christmas Stories

A MYSTERIOUS CHRISTMAS GIFT.

One Christmas eve, the good Count of Montclare said to his lovely Countess:—"I am sorry that we have no children to make Christmas merry. Without children, Christmas does not seem like Christmas. What is a prettier sight than dear little children hanging up their stockings under the mantel-piece in the red glow of the fire-light?"

"There is no prettier sight," replied the Countess of Montclare. I do wish that we had dear little children about us; then how these mute castle-walls would ring with their merry voices. I think it would be well for us to adopt several children."

And the good Count agreed with his Countess.

Soon they retired, and through their dreams floated visions of bright children hanging up their stockings, and dancing around glittering Christmas-trees, and singing Christmas-carols.

Then the castle became silent, save for the crackling of the dying fire in the fire-place, before which on a large, soft rug lay a huge and handsome dog.

Outside, feathery snow-flakes whirled rapidly and silently downward, carpeting the earth with white velvet and trimming all the trees and shrubs with glistening ornaments.

On Christmas morning, the snow was still falling.

About nine o'clock it was, when the Countess said to her husband, "I wonder where Bernard is? He has been gone some time. He does not generally stay away from me as long as this."

Then the Countess heard a furious barking at the door. "There he is!" she exclaimed, as she ran to let her beloved dog in.

When she opened the door, she was greatly surprised. "Why! Bernard, where did you find that big basket?" she asked in wonderment.

The noble dog seemed to smile, as he looked up at his mistress with his beautiful, intelligent eyes.

He marched proudly into the castle with the big, covered basket in his mouth and laid his burden gently down at the feet of his master.

The Countess followed Bernard in astonishment and wonder, asking the while many questions of one who could never answer.

When she carefully raised the cover, nothing could be seen but downy, snowy whiteness. A

faint smile appeared about her mouth. Then she withdrew the white coverlet and uttered in a whisper, "A baby! How very, very strange!"

Yes, strange, indeed. There, wrapped in warm clothes of pure white, lay a lovely child whose eyes were closed in sleep.

The Countess bent over him in admiration, and as she did so, she thought of the Christ-child who was cradled in a manger so many, many Christmases ago, and she prayed a silent and sweet prayer in the Risen Saviour's name for the little child before her.

As she took the motherless baby into her arms, he awoke and smiled, revealing the deep blue of his eyes and the sunshine of his sweet nature.

The Count and Countess of Montclare were delighted with the beautiful little foundling, but they never could learn who his parents were, nor how or where the good dog, Bernard, found him.

So the Count said, "We will keep the child, and rear him as if he were our own son. If he returns good for good, I will make him heir to my estates, and he may some day be the Count of Montclare."

And the good Countess said, "Let us adopt two dear little orphans to be his companions that he may not be lonesome in the great Castle of Montclare."

And so they did.

Bernard loved the sweet baby that he brought as a mysterious Christmas gift to his mistress, and he made it his especial duty to watch over him and protect him from all harm.

That Christmas was the very happiest the Count and Countess of Montclare had ever spent.

The Countess had a renowned sculptor chisel from pure white marble an exquisite statue as a memorial of the sagacious deed of Bernard. It was life-size, and showed the beautiful dog carrying a basket in which lay a tiny baby looking exactly as the foundling did when the Countess first saw him.

If you could see this statue, you would be greatly pleased. If you should read the words upon the basket, you would read, "The Baby of the Snow," and lower down, "Faithful Bernard, His Rescuer and Protector."

It is sad to contemplate the number of men who are willing to go without food and clothing in order that they may contribute to the prosperity of the saloon-keeper.—From October Farm Journal.

THE CHRISTMAS STORY.

Retold by Laura I. Whitney.

Note:—It has been found effective to tell this story to a piano accompaniment, the pianist introducing strains appropriate to the different phases of the story.

One day many many years ago in a little village called Nazareth, there were some carpenters busily working on a house. Some were planing, some were sawing and still others were hammering. While they were thus at work, they heard a sound in the distance. They stopped and listened. It was a sound of horses hoofs. It sounded faint and far away at first, then grew nearer and nearer. They saw the dust in the roadway, and at last a horseman came riding into the village. He stopped and blew his horn; then the people all knew he had something to tell them and they all stopped working to listen. He had a message from the Emperor at Rome and he called to them: "Everyone must go back to the place where he was born and pay his taxes."

And then he went on to the next village to tell others the same message. The carpenters stopped working and went to their homes. One of the carpenters, named Joseph, went to his home, and told his wife Mary all about it, and they talked it over and decided that they would start early the next morning for Bethlehem, for that was the place where they had been born.

In those days there were only a few horses, but people used camels or donkeys. Joseph had only a donkey to use for their journey to Bethlehem. So the next morning they started. Mary rode on a donkey and her husband Joseph walked by her side with a long staff in his hand.

Most of the way the sunshine was very bright and they became very warm, so when they passed through the valley, they stopped to rest under the shade of some olive trees.

They saw an old well there, from which they drew some water, for the sun had made them very thirsty. And while they rested, Joseph gathered some grass in a little heap for the donkey to eat.

After awhile when they were rested they started on their way again, and just as it was beginning to get dark that night they came to Bethlehem. Bethlehem was a little town on a rocky hill-side; all around the town was a big white wall, but in the wall was a gate and when they went inside the gate, they found the

streets of the town full of people. Men were hurrying to and fro, horses were being led to the valley for water. Boys were taking the camels to caves for the night. Some men were on horseback calling loudly to men on camels. Dogs were barking and all was noise and confusion.

And the town was full of people, for everybody had come back to pay their taxes. The windows of the inn were all ablaze with light and the court-yard of the inn was full of camels, horses and donkeys.

Joseph went to the door of the inn and knocked. He asked the inn keeper if they could stay all night, but the inn keeper said "No," every room is taken, for so many people came back to-day to pay their taxes." And Joseph said, "But, we have made such a long journey to-day and my wife is very tired, the night is cold and I don't know what we will do." When the inn-keeper saw how very tired they looked, he felt very sorry for them and he said, "Well, perhaps I can find a place for you," and he led them out through the court yard, where the camels and donkeys were sleeping through a narrow passage way to a cave full of mangers. These the inn-keeper told them were for travelers like themselves, who could find no room in the inn.

That night, out on the hills, some shepherds, who were watching their sheep, had gathered around a fire and were resting and talking. You know that the shepherds had to watch their sheep, because the wolves from the forests and hills around might come and hurt the sheep; and so these shepherds were very tired from their day's watch, and one by one, they fell asleep. The watchman passed back and forth. He looked up at the sky, where he saw that the stars were shining. Once or twice he heard the cry of a wolf from up on the mountains. The night was clear and cold and as he went over to stir up the fire, a soft light shone around him. At first he thought it was the moon, that had come out, he looked up at the sky, but the moon was not shining and he was so surprised for the stars were not out any more. He did not know where the light came from; it kept growing brighter and brighter. By and by he became frightened, for it seemed to him as though the sky was on fire. And he called to the other shepherds, "Wake up, wake up!" And the other shepherds woke up and said, "What is it? What is it?" And the watchman said, "Why the sky is on fire." The light was so bright that the shepherds fell to

the ground and covered their eyes with their hands, they were so frightened. Then they heard a voice and they looked up and they saw an angel looking down at them and this was what he was saying, "Behold, I bring you tidings of great joy, for unto you is born this day in the City of David a Savior which is Christ the Lord." And then the shepherds were not afraid anymore and they fell upon their knees and looked up and then the light grew fainter and way up in the sky they saw many angels and they were all singing "Glory to God in the Highest and on Earth, peace, good will to men."

Bye and bye the light grew fainter and fainter and the music softer and softer; after awhile all was still. The shepherds said to one another, "We must go find the Christ Child and worship him." And one shepherd said, "But what will we do with our sheep?" And another said, "God will take care of them." So the shepherds started toward Bethlehem, all talking about the Christ Child and what the angels had told them. When they came to Bethlehem, they saw a very bright star, shining over the Cave at the Inn.

They went to the Cave, the door was half open, inside a lantern was shining brightly. They found the Christ Child and its mother in a manger on the hay and they knew it was the Christ Child, that the angel had told them about, and they all fell down and worshipped it.

Then they went out softly through the Inn, past the watchman at the Gate on their way to their flocks out on the hillside and all the way they were singing softly the song they had heard the angels sing.

"Glory to God in the Highest
And on Earth, peace, good will toward Men."

WHAT MEANS CHRISTMAS?

Bright little star, shining afar,
Tell me pray,
What means Christmas day?

Christmas, my child, is a song from above;
The sweet, happy song of God's great love.

'Tis the music of heaven on earth below,
'Tis the spirit of Christ in the world aglow;

For in every heart is the pulse and thrill
Of loving and giving, of peace and good-will.

O bright little star, shining afar,
Tell me pray,
How long will Christmas stay?

As long, my child, as long as you live.
If always, like a Christ, you love and give.
—S. Lillian Blaisdell.

LITTLE CHRISTMAS PIECES

God bless us every one.—*Dickens*

Awake, glad heart! get up and sing!
It is the birthday of thy King.

—*Vaughn*

The world is happy, the world is wide,
Kind hearts are beating on every side.

—*Lowell*

The wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still.

—*Scott*

Chill December brings the sleet,
Blazing fire and Christmas treat.
The dear notes ring and will not cease:
"Peace and good-will, good-will and peace."
—*Susan Coolidge*.

I heard the bells on Christmas day,
Their old familiar carols play,
And wild and sweet
The words repeat,
Of "Peace on earth, good-will to men."
—*Longfellow*

"What means that star," the shepherds said,
"That brightens through the rocky glen?"
And angels answering overhead,
Sang, "Peace on earth, good-will to men."
At Christmas, play and make good cheer,
For Christmas comes but once a year.
—*Trusser*

WHAT MEANS CHRISTMAS?

Bright little star, shining afar,
Tell me, pray,
What means Christmas day?
Christmas, my child, is a song from above;
The sweet, happy song of God's great love.
'Tis the music of heaven on earth below,
'Tis the Spirit of Christ in the world aglow;
For in every heart is the pulse and thrill
Of loving and giving, of peace and good-will.

WHILE THE STARS OF CHRISTMAS SHINE

EMILIE POULSSON

While stars of Christmas shine,
Lighting the skies,
Let only loving looks
Beam from our eyes.

While bells of Christmas ring,
Joyous and clear,
Speak only happy words,
All love and cheer.

Give only loving gifts,
And in love take;
Gladden the poor and sad
For love's dear sake,

CRADLE HYMN

MARTIN LUTHER

Away in a manger, no crib for a bed,
The little Lord Jesus laid down His sweet head.
The stars in the bright sky looked down where He lay—
The little Lord Jesus asleep on the hay.

The cattle are lowing, the Baby awakes,
But little Lord Jesus, no crying He makes.
I love thee, Lord Jesus! look down from the sky,
And stay by my cradle till morning is nigh.

FAMILY TROUBLES

ELEANOR CAMERON

Recited by a little girl, dressed up in long clothes in imitation of a mother. She holds a doll (with eyes that do not open and close) in her arms as she speaks.
[*In a desperate tone*]:

I've rocked and rocked this child of mine
Until my poor arms ache.
It's past Belinda's usual time
But she *will* stay awake.
Her eyes are just as big and blue
And Santa's coming fast.
I really don't know what to do.

[*Pauses and glances at the doll's face, stoops lower and looks closely, then holds up a forefinger and says in a low guarded tone*]:

Sh—! She's asleep at last.

[*Tiptoes out.*]

From the new Christmas books published by A. Flanagan Co., Chicago. Price 35c.

HOLLY AND MISTLETOE.

It seems as though a Fairy Wood
Had sprung up in our hall.
I make believe that I'm the elf
Whose wand has done it all.
I wove my magic spells around,
And wreaths of holly came
And twined themselves in fairy sprays,
Round every picture frame.

And ivy grew, and mistletoe,
And spread themselves about,
And imps in white and scarlet coats
Came tripping in and out.

The red imps hide 'mongst prickly leaves,
And that's their roguish trick,
For when you try to pull them out
You're sure to get a prick.

The white imps flit above your head,
And when you raise your eyes
To see what mischief's going on,
Each drops a kiss and flies.

They're berries all the time, you know,
That hide amongst the green;
But I pretend they're all my slaves,
And I'm the Woodland Queen.

MEMORY GEMS.

Honesty.

Truth needs no color, beauty no pencil.—Shakespeare.

An honest man's the noblest work of God.—Pope.
The basis of high thinking is perfect honesty.—Strong.

Nature has written a letter of credit on some men's faces which is honored whenever presented.
If there were no honesty, it would be invented as a means of getting wealth.—Mirabeau.

Self-control.

Self-mastery is the essence of heroism.—Emerson.

He who reigns within himself is more than a king.—Milton.

I have only one counsel for you: Be master!—Napoleon.

Self-control is essential to happiness.—Horton.
He is a fool who cannot be angry; but he is a wise man who will not.—Old Proverb.

Perseverance.

Every noble work is at first impossible.—Carlyle.
Victory belongs to the most persevering.—Napoleon.
Our greatest glory is, not in never falling, but in rising every time we fall.—Goldsmith.

Success in most things depends on knowing how long it takes to succeed.—Monsequin.

Perseverance is failing nineteen times and succeeding the twentieth.—Dr. Anderson.

Promptness.

One today is worth two tomorrows.—Franklin.
Promptness takes the drudgery out of an occupation.—The True Citizen.

By the street of "by and by" one arrives at the house of never.—Cervantes.

Be prompt to catch the minutes as they fly, and make them yield the treasures they contain, or they will be lost forever.—The True Citizen.

ETHICAL STORY.

Napoleon once invited his generals to dine with him; but, as they did not arrive at the moment appointed, he began to eat without them. They came in just as he was rising from the table. "Gentlemen," said he, "it is now past dinner, and we will immediately proceed to business."—The Teachers' Gazette.

SANTA CLAUS AS AVIATOR.

They say that Santa Claus this year

An airship means to try —

Howe'er that be, I hope that he

Will never pass us by,

And down our chimneys he'll let drop

A barrel of blessings from his shop.

—Susie M. Best, in School Education.

FIRST GIFT RHYME.

This is my ball, so round and bright,
Which is my playmate from morning till night.

This is the yarn that was wound so tight
To make my ball so round and bright
Which is my playmate from morning till night.

This is the wool, so downy and light,
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.

This is the sheep, so loving and white,
On which the wool grew so downy and light
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.

This is the man who worked with his might
To shear the sheep so loving and white
On which the wool grew so downy and light
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.
—Gertrude Clayton, Asheville, N. C.

Grand Marais, Mich.—Miss Alice H. Bray has recently removed to Hoveland, Minn.

Schenectady, N. Y.—Miss Ora Stevenson has recently removed to Albany, N. Y.

Canajoharie, N. Y.—Nellie C. Reed, a kindergarten of this city, has removed to Palmyra, N. Y.

Manistee, Mich.—Among the young ladies of Northern Michigan towns attending the Grand Rapids Kindergarten Training School are the following: The Misses Garnett Burt, Ingeborg Simpson and Esther Crowley, of this city; Edna Farrer, of Ewart; Marguerite Crotser, of Petoskey; Amelia Amonio, of Negaunee; Mora Shea, of Calumet; Resa Knox, of Cadillac; Ella James, of Calumet.

Grand Rapids, Mich.—The Grand Rapids Training School has made rapid advancement during the past year. One hundred and twenty-four students have been in attendance, with graduation of forty. A new building will be erected for this school in 1911. Miss Susan E. Blow, of Boston and Wm. H. Elson, Superintendent of Public Schools, Cleveland, O., are among the members of the Advisory Board. The other officers are as follows: President, C. H. Gleason; Vice-President, Lucy Bettes; Secretary, Emma Field; Principal, Clara Wheeler, all of Grand Rapids.

Brattleboro, Vt.—Miss Hortense Hall has opened her private kindergarten in this city.

Colorado Springs, Colo.—There are good prospects for the establishment of another kindergarten in this city, the seventh.

BOOK NOTES

Prue's Playmates. By Amy Brooks. Third volume of the "Prue Books." Large 12mo. Cloth. \$1.00. Prue Weston and her little friends in the country village are made by the skillful pen and brush of Miss Brooks, author and artist, to furnish one of the brightest and most attractive of all books for young children. Boys can enjoy it as well as girls, for "Johnny Buffum" and the "Butley twins" are constantly in evidence, and one of the most appealing parts of the book deals with "Hi Babson," the mistaken boy who thought joining a circus would be easier than "doing chores." To know Prue is to love her, for no more winsome little girl was ever put in a book, and her keen wit and unexpected drolleries make her doubly attractive. Lothrop, Lee & Shepherd Co., Boston.

Our Inland Seas, Their Shipping and Commerce for Three Centuries. By James C. Mills. This book is distinctively a history of shipping on the Great Lakes, and a most fascinating story it makes. Marine development, from its genesis three centuries ago to the present day of immense steel freighters and innumerable fleets, is covered, the perils that ever have and still environ this shipping are told in a thrilling manner, and the building and operation of the present-day freighters, are told in detail. And through the story, with its interesting side lights on history and bizarre tales of lost treasure and lost people, is woven the revelation of the economic value of lake shipping; and in conclusion, there are far-seeing chapters on the possibilities of greater waterway traffic development in the future. The ground covered by the book does not overlap that of any previous publication. Profusely illustrated. \$1.75 net. A. C. McClurg & Co., publishers, Chicago.

The Runaway Flying Machine. Stories of sports in the air, and on land and sea. For readers of 12 to 14 years. Now that aero clubs are formed at the colleges, the sports of the air are by no means confined to the elders. This new book in Harper's Athletic Series opens with an amusing story of a primitive flying machine, which is followed by the adventures of a balloon. The spirited outdoor stories which follow picture sports on water and land, including the strange experiences of would-be pirates and explorers, and some curious and exciting adventures in which the bicycle plays a leading part. Price 60c. Harper Bros., New York.

The New Christmas Book. Edited by Jos. C. Sindelar. Illus. 160 pages. Paper. Price, 30c, postpaid. A new and excellent book of 53 recitations, 8 dialogues, plays and exercises, 5 drills, 15 songs (five with music, others adapted to favorite tunes), 5 tableaux, 4 pantomimes, 24 quotations, 10 interesting facts often desired and invariably difficult to find, and the novel entertainment A Living Christmas Magazine—a series of tableaux and verse and prose readings to illustrate the contents of the Christmas number of a magazine, each character or group of characters representing a page. The matter is largely new, much of it having been written especially for this book, and has been carefully classified. A Flanagan Company, Chicago.

A remarkable offer relative to Mark Twain's complete works is made by Harper Brothers, the well-known New York publishers, in another column of this issue. We advise kindergartners to fill out coupon and send to them for this excellent set of books.

A Little Child's Life of Jesus.—By Amy Steedman, author of "In God's Garden," etc. With twenty-three plates in color from drawings by Paul Woodroffe. This is a very beautiful volume of 120 pages, containing thirty-seven New Testament stories, put into such simple language as a little child can understand and be interested in. A valuable help in the religious training of any child. Price \$1.00. Frederick A. Stokes Company, New York.

Fifty And One Tales of Modern Fairyland.—By Strange Kolle, M. D., author of "The Grown Baby Book," "Pen Lyrics," etc. Illustrated by Hart and Pancoast. Price \$1.25. This book contains fifty-one entirely new fairy stories, and several full page illustrations. R. F. Fenno & Company, New York.

The Christmas Angel, by Abbie Farwell Brown, author of "The Lonesome Doll," tells how a little toy Christmas angel brings joy into the lives of a lonely spinster and an unfortunate little girl. The story is an absorbing one, full of tender human pathos, but with a happy ending—a perfect embodiment of the true Christmas spirit. A better gift book for old or young could scarcely be imagined. Illustrated by Reginald Birch. Decorative cover; 60 cents net, postpaid 65 cents. Houghton Mifflin Co., Boston and New York.

The Philosophy of Life, by Charles Gilbert Davis. An ethical, scientific treatise in which is indicated the way of happiness and health. Price, \$1.25. D. D. Publishing Co., 4630 Grand Boulevard, Chicago. Among many excellent points emphasized by Dr. Davis in this book is the fact that all thoughts and acts contrary to the Divine will will make for the destruction of the human body and corrode the human soul. Thoughts of love, kindness, health and hope are builders of the soul and glorify the body, bringing happiness and health, while malice, envy, hatred, fear and despair bring disease and destroy the body.

The Lilac Fairy Book.—Edited by Andrew Lang, with six colored plates and numerous illustrations by H. J. Ford. A large beautifully bound volume, 390 pages; contains thirty-three interesting fairy tales with wholesome morals. Six beautifully colored plates, and many full page engravings. Price, \$1.50 net. Longmans, Green & Company, New York.

The November Housekeeper. Of timely and immediate interest are the reminiscences of Mrs. Julia Ward Howe, a series beginning in *The Housekeeper* for November under the heading "The Friendships of Mrs. Julia Ward Howe." The first article chats breezily of the woman movement and the prominent women who have been connected with it. These articles were almost the last work in which Mrs. Howe was interested before her death. *The Housekeeper* is filled with captivating stories and the usual abundance of helpful information. *The Housekeeper Corporation*, Minneapolis, Minn. One dollar a year.

School Agricultural, Domestic Science and Manual Training. This is an excellent publication, published by the Orange Judd Company, Springfield, Mass. It really makes up a course of study which any teacher, however inexperienced in the science of agriculture, can use with profit. We advise every teacher to send for a sample copy.

Look for "The Lonely Baby," elsewhere in this issue. This certainly should prove very interesting to kindergartners and at the price quoted one of the most acceptable Christmas gifts that could be conceived of. See cover age.

Importance of the Kindergarten

W. H. Elson, Superintendent Schools, Cleveland, Ohio.

"The Kindergarten is the natural foundation of the system of public education. It introduces the child to community life, fosters a spirit of helpfulness in work, gives control of body and mind, and develops the whole child. It is an ideal manual training school which believes in the use of the hand for educational purposes. It not only helps the child, but it is of service to the home as well."

Dr. E. Benjamin Andrews, University of Nebraska:

"We must make the Kindergarten the foundation of our system of public education. I would undertake to convert any one in ten minutes to the side of the Kindergartens after an exhibition of the good work at present done in the schools. As for the Kindergarten influence, I have known one child from the Kindergarten to regenerate a whole family, working a complete change in a careless mother, a rude brother and degraded father."

R. G. Boone, Superintendent Schools, Cincinnati, Ohio.

"My conviction is strong that the Kindergarten for children from four to six years of age should be an organic part of the common school system. The subsequent work is better done, it aids in the movement away from the narrowly mechanical in teaching, and retains children in school for a longer school period. No other part of the system yields so large return of profit, public and personal, as does the Kindergarten."

There was no kindergarten spirit in the parchment-faced teacher with a voice like the crack of doom.—Dr. Frank W. Gunsaulus, Chicago.

Nothing will develop personality like personalities. The spirit of the kindergarten is the spirit of personality.—Dr. Frank W. Gunsaulus, Chicago.

Warren, Ohio—Mrs. Alford and Miss Brown, the former associated with the Indianapolis Kindergarten College, opened a free Kindergarten here early in September. The first month's work showed an attendance of 62. One very successful mothers' meeting has been held, and meetings of this kind are to be held on the last Thursday of each month hereafter, when the mothers are told of the Kindergarten work, and songs and games are given by the children. Refreshments are served.

Houston, Texas.—A Kindergarten Training School was opened here early in October under the auspices of the Settlement House Association in conjunction with the Cushman School and the Wesley House. Miss Gray, Miss Dorothy Cushman and Miss Naomi Cushman, all graduates of the Chicago Kindergarten College, are in charge of the training school.

SIXTH ANNUAL CONVENTION OF SOUTHERN KINDERGARTEN ASSOCIATION, JULY 8 AND 9, 1910.

The Sixth Annual Convention of the Southern Kindergarten Association was held at Knoxville, Tenn., July 8 and 9, 1910.

The business meeting was called to order by the President, Miss Marion S. Hanckel, Friday, July 8, at 5 p. m. Four officers and about one hundred and fifty delegates were present. In the absence of Mrs. Delia Cawood, Recording Secretary, the minutes of the last meeting were read by Miss Sara E. Grigg. The Treasurer's and Corresponding Secretary's reports were read and approved.

The President then introduced Miss Mary McCulloch, President of the International Kindergarten Union and Supervisor of Kindergartens in St. Louis, Mo. Miss McCulloch gave pleasant words of greeting and encouragement to Southern kindergartners, and a short report of the work in Missouri.

Miss Peck, one of the Summer School faculty, spoke for Houston, Texas, and gave an account of a kindergarten society organized and carried on by men, who raised funds for the support of a free kindergarten. Miss Peck also told how working mothers had raised \$300 to assist in maintaining a kindergarten for their own children.

Reports were read from fifteen Southern states, showing increasing interest and progress all along the line.

The President read her report and urged every kindergartner to broaden her viewpoint by mingling with other educators outside of kindergarten work. Also to come into touch with the work of the National Association for the Promotion of Kindergarten Education.

Miss Hanckel gave a report of a meeting of the Southern Educational Association, which was held at Charlotte, N. C., in December, 1909.

The question of merging the Southern Kindergarten Association into the Southern Educational Association was discussed. Miss Willette Allen spoke in favor of affiliating with the "Southern Educational Association," but not losing our identification by merging the two societies into one. This proposition was accepted.

Miss Hanckel then made a plea to assist the Summer School Kindergarten in purchasing new equipment. Miss Allen moved that \$25 be given for that purpose. The resolution was unanimously carried. It was also voted to print the Annual Report again this year, under the direction of a committee of which the chairman is Miss Carol P. Oppenheimer.

The meeting adjourned at a late hour, to reopen Saturday at 9 a. m.

SATURDAY, JULY 9, 1910, 9 A. M.

The open meeting was held in Jefferson Hall, which had been profusely and artistically decorated for the occasion. Miss Cleve Cullum, of Nashville,

Tenn., accompanied by Miss Willingham, gave a beautiful violin solo for the first number.

Inspiring addresses were made by Miss Mary McCulloch, of St. Louis, and Prof. A. Caswell Ellis, University of Texas.

Miss Hanckel introduced Miss McCulloch as the "First Lady of the Land" in the kindergarten cause (she being President of the I. K. U. this year).

Introducing her subject, Miss McCulloch spoke of the sweet spirit and earnest efforts of Southern kindergartners.

She then gave a review of kindergarten work in general, and its progress up to the present time, and made a happy prophecy of what will come directly and indirectly from the kindergarten.

The playground movement, improved methods in Sunday-School work, settlement work, and a great deal that is being done today to give the children the joy of education, had its beginning in kindergarten principles and practice.

Emphasis was placed upon character development through the medium of the kindergarten, which extends not only to the child, but to the teacher and the parent.

The benefit of the training for young women was dwelt upon in a most forceful manner.

Dr. Ellis spoke of Mothers' and School Clubs, and pleaded for closer connection between school and home, between teacher and parent. He gave a very interesting account of the Mothers' Club work in Texas, and said the benefits from the work of both kindergarten and the home and school clubs are not alone material ones, but extend to each individual.

At the close of the addresses letters of greeting were read from Mrs. Amalie Hofer Jerome, of Chicago, and Dr. Jenny B. Merrill, of New York.

A telegram of greeting was sent to the kindergarten department of the National Education Association from the Southern Kindergarten Association, and an answer received.

Miss McCulloch read a report of the National Association for the Promotion of Kindergarten Education, of which she is a member.

Report of Committee on Plans was read by Miss Knox.

Mrs. Yauncy read the report of the Nominating Committee, and officers were elected for the ensuing year.

After the adjournment of the session, the kindergartners met on the platform and enjoyed a happy hour of games. Among the games played were the following, "The Greeting," "I See You," "Looby Lou," and "The Circus."

At the close of the games Miss McCulloch held a most helpful meeting with the training teachers who were present.

And so closed the session of the Sixth Annual Convention of the Southern Kindergarten Association.

SARA E. GRIGG,

Recording Secretary, S. K. A.

NEWS NOTES

Muncie, Ind.—Pearl Louise Clark has gone to Rockford, Ill.

New Ulm, Minn.—Miss Ida Heers of Tracy, Minn., has recently located here.

Rutland, Vt.—A Kindergarten was opened in October in the North school building.

Roggen, Col.—Mrs. T. D. Patton has recently located here, coming from Quaker City, Ohio.

Ithaca, N. Y.—Mrs. Chas. F. Potter, a kindergartner of Chicago, has recently located here.

Birmingham, Ala.—Mary J. Weldow, a kindergartner of Chicago, has recently located in this city.

St. Augustine, Fla.—Miss Iva Canova opened a Kindergarten on the corner of St. George and Bridge streets, Oct. 10.

Halifax, N. S.—Miss Beatrice Shand has opened her Kindergarten School with a class of about twenty bright and interested little folks.

Springfield, Ill.—Friends of Mrs. Albert H. Rankin, a Kindergartner of this city, will be pleased to learn that she has recovered from her protracted illness.

Andover, Mass.—A Kindergarten in the Ballard Vale school was discontinued recently much against the wishes of many patrons, and there is a possibility that it will be restored.

Atlanta, Ga.—The "Uncle Remus" Memorial Association is raising funds to purchase the home of the late Joel Chandler Harris, and when this is accomplished a free Kindergarten will be opened with a beautiful park and playground adjacent.

Atlanta, Ga.—The new building of the Jewish Educational Alliance at 88-94 Capitol avenue, will contain a free Kindergarten, free to children without regard to sect or creed. Ample playgrounds in the rear are provided. Miss Daisy Landour of the Atlanta Free Kindergarten Association, will be in charge.

Grand Rapids, Mich.—Miss Marion E. Libby has opened a Kindergarten school, and for the present sessions are held in the Congregational church vestry. Later, when repairs are made, the school will be held in the building used for many years by Dr. Wright as an office.—Daily News.

Colorado Springs, Colo., Oct. 5, 1910.—Petitions bearing about 100 names, from the south side, were presented at a meeting of the school board yesterday, asking for a kindergarten for that section of the city. Although the board favors the plan, it was decided that the funds of the district will not permit the establishment of the school requested, and the matter was deferred. It is thought that the kindergarten will be established after the first of the year.—Gazette.

Rural school teachers and teachers of the grades will do well to send for a sample copy of *The Westland Educator* and of *The Rotary*, published by W. G. Crocker, Lisbon, North Dakota. *The Westland Educator* is a practical magazine for every-day work in the schoolroom. *The Rotary, Uncle Will's* magazine, furnishes supplementary reading. If this magazine is mentioned, samples will be sent free by simply addressing "Uncle Will," Lisbon, North Dakota.

THE USE OF KINDERGARTEN MATERIAL IN
PRIMARY AND ONE-ROOM
RURAL SCHOOLS
Paper Folding and Cutting

(Continued from last issue)

For folding place one edge of the folding paper parallel with the edge of the desk, fold the lower edge to the upper edge, and then the right edge to the left (figure 2), at the lower left corner you will find two loose corners; fold the upper one to the upper right corner, then turn the paper over and fold

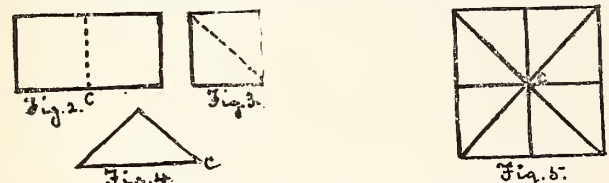
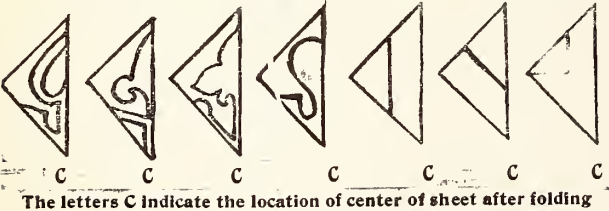


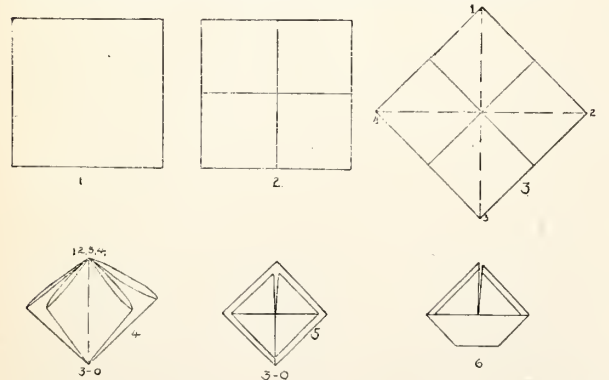
Illustration Showing Manner of Folding.

the lower one under to the same upper corner. Figure 3 shows the fold after the last fold. It will have a triangular shape shown by figure 4. If the paper was square at the outset, which is essential for perfect work, and the folding has been carefully done, all folds will pass through the center as shown by figure 5. We illustrate below a series of these triangular papers with heavy lines, illustrating manner of cutting to produce beautiful designs. After the paper is folded



in a triangle cut it as shown by the illustration, cutting on heavy lines, open out and the result will be a beautiful design, which, if mounted as shown by the illustration above will produce a very pleasing effect. The portion cut out can also be mounted. We give below a combination of colors that will prove most pleasing. Many other designs can be readily invented. In the field of paper construction there is practically no limit; we give a very few directions and illustrations which we trust may prove helpful:

- Suggestion No. 1—Lower square, orange t1, middle square cut square, orange, shade 1.
No. 2—Lower square, green, middle square, green, sl cr s2, cut, green, t1.
No. 3—Lower, red, sl or s2; middle, red; cut, red, t1 or t2.
No. 4—Lower, yellow; middle, yellow, t1; cut, yellow, t2.
No. 5—Lower, blue; middle, blue, t1; cut, blue, sl or s2.

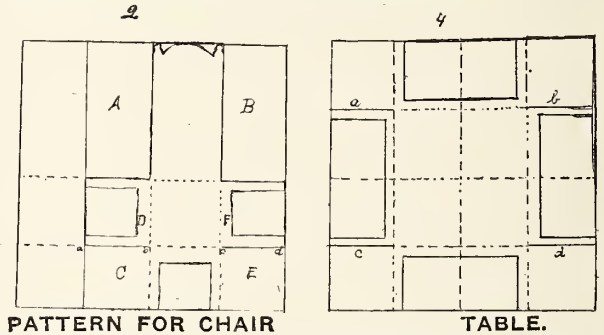


Fold from the upper to the lower line edge and crease. Open and fold the right edge so that it exactly meets the left edge; open. Turn the paper over so that what was the upper side is turned under. Place so that the sides of the paper are not parallel with the table but at an angle. See illustration 3. Fold the lower corner to meet the upper corner and crease; open. Fold the right-hand corner to meet the left-hand corner and crease; open. The square is crossed by diameters with the crease on one side of the paper and two diagonals with the crease on the reverse side of the paper. Now take all four corners, 1, 2, 3, 4, in one hand so that the

semi-diameters 0-1, 0-2, 0-3, 0-4 will touch each other. (See figure) and press down firmly. Turn 3 down so that it meets 0 and crease. Two sails become visible. Turn the paper completely over and turn 1 down so as to meet 0. Crease. Now bend 1, 3, 0, back to the center to form the hull of the little boat and stand it up.
Now take forms 2 and 3, and using your inventive genius, note how many different forms can be constructed by varying the folding.

Paper folding and cutting correlates very readily with the general school work. The stories of the lesson or told by the teacher can be illustrated. Objects pertaining to the holidays, the month, the occupations—tools of the farmer, blacksmith, carpenter, baker, et al. can be torn, cut free hand or from outline drawing, folded, or folded and cut.
A good ground form for folding consists of a sheet folded in sixteen squares. This can be done in many ways; we suggest one; Place the paper so one edge will be parallel with the bottom edge of the desk, fold from bottom to top; unfold, fold the bottom edge to the center as shown by the crease, fold the top edge to the same center; this divides the sheet into four oblongs; turn the sheet half around and repeat the operation, producing a form with 16 squares, you thus form guiding lines for various folding you will also readily see how to fold the sheet so that there will be diagonal lines crossing the squares; these will serve as further guide lines. With this guide form use your inventive genius and note how just many different familiar objects you can produce. The exercise will interest you.

PATTERN FOR CHAIR
Paper 4 inches square. Fold into four oblongs and cut off one oblong. Fold through center crossing previous fold, unfold and fold the lower edge to meet the center. Cut out ob



longs A and B and after cutting on lines a b and e d, paste C under D and E under F. Cut legs after pasting. Cut back of chair free hand in any form of pattern desired. (Always fold on dotted lines.)

PATTERN FOR TABLE
Paper 6 inches square.
Fold into sixteen squares. Cut on lines a, b, c, and d. Fold corner squares under adjacent sides and paste.

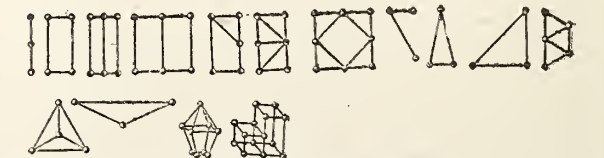
If a cover for the table is desired it can be made from a suitable pattern in white paper or from crepe paper. Heavy white wall paper or white paper napkins can be cut for table cloths, and the latter for napkins for the little dining table.

The pansies, daisies or other flowers which sometimes border paper napkins, may be cut out and used as centerpieces and doilies.

Other forms will suggest themselves.
It is important at the outset to teach the children how to hold the scissors correctly.

The Ninth Occupation—Pea and Stick Work

This work is popular in primary schools, is interesting to the pupils and very beautiful and permanent designs can be constructed. Corks and wires are sometimes used to produce the same results, but owing to the cheapness of the material the peas and sticks are more commonly used. Regular sticks for this work are sold by kindergarten supply houses, which are much more satisfactory than tooth picks,



but the latter can be used. The rounded tooth picks with sharpened points are preferred for many designs and can be had from kindergarten supply houses. The peas should be soaked in water for twelve hours or more, and then allowed to dry about one hour before using. A tendency of the forms to warp out of true will be noticed, but this can be overcome by care and practice. We give a very few designs;

The Kindergarten-Primary Magazine

VOL. XXIII—JANUARY, 1911—NO. 5

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.
MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

SPECIAL OFFER—Only \$1.00 to Jan. 1912, or \$2.25 to Jan. 1914, to all who subscribe before October 31st, 1910

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 25c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

To Our Friends and Patrons

Owing to an unexpected occurrence this number of the magazine has been somewhat delayed in publication, but in future we expect to have this publication in the mails before the first of each month. We feel assured that the magazine is proving increasingly helpful, and better things for the future will be attempted.

THE FROEBEL PILGRIMAGE.

BY LUCY WHEELOCK.

At the I. K. U. meeting in New Orleans, a member of the Cincinnati delegation suggested the feasibility of holding an International Kindergarten Union meeting in Germany. This idea was discussed informally at that time by the officers and several of the older members of the Union, who have been interested in its growth and development. There was a general opinion that the suggestion was wise, and that such a meeting

could be arranged at some future time. The time is now ripe for the inauguration of such a pilgrimage to the land of Froebel. There is an awakening and growing interest in the theories of Froebel in his own country, and many German cities are opening public kindergartens. A complete edition of Froebel's works is shortly to be issued in the German Pedagogic Series, edited by two faithful students of Froebel, Professor Wächter, the head of the school at Keilhau, and Herr Prüfer of Dresden.

The chairman of the committee for the Froebel Pilgrimage, appointed at the St. Louis meeting, visited Europe this summer in the interests of the pilgrimage, and found everywhere a great interest and enthusiasm for the reception of the pilgrims from America in 1911. Letters of introduction had been sent by Mr. Hughes, and the heads of the training colleges and directors of the various educational societies were seen as well as the kindergartners. The utmost spirit of cordiality was found everywhere, and there were many offers of hospitality for next year. Opportunities will be offered to visit the London schools. Arrangements for the London congress have been made by Dr. Colin A. Scott, who will make a separate report.

Miss Lawrence and Miss Yelland of the Froebel Institute at West Kensington conduct a delightful school according to Froebelian principles. They are active members of the Froebel Society, and, with Miss Murray of the Maria Gray Training College and other members of the society, will arrange for Round Tables and Conferences with the American kindergartners, at which we can compare notes and report progress. Miss Murray has ready for publication a book on the *Psychology of Froebel*, which promises to be a valuable addition to our Froebel literature. Our visits to this school were most profitable and pleasant, and we found also at a public school in Brondsbury, under the direction of Mrs. Morrall, a most delightful kindergarten spirit pervading all the grades, and very interesting work in games, and in science and art. Mrs. Glover, of Kensington, a woman of wide philanthropic interests, was much interested in the plans of the pilgrimage, and has already given us an invitation to tea in her delightful home.

In Paris we found a very interesting work under the direction of the Union Familiale in the vicinity of Pere La Chaise. A Jardin des Enfants is conducted by a trained Froebel kindergartner under the general direction of Mlle. Gahery, who is the head of the settlement, and the various clubs and classes organized under the auspices of the Union Familiale. The pilgrims of 1911 are invited to visit this settlement, and Mlle. Gahery has most kindly proffered the hospitality of her house to all the visiting kindergartners. Madame Bertinot, the president of the Union Familiale, and a most charming French lady, interested in the education of little children, has extended an invitation to the kindergartners of the party to luncheon at her villa at Saint Cloud. Madame Bertinot was at the Child Study Congress in Brussels, where she gave a most illuminating paper. We renewed our pleasant acquaintance there, and she again expressed her desire to meet the members of the party in 1911.

In Germany we found all doors wide open, and were received with true German hospitality. Frau Richter and her colleague in Berlin are arranging for our reception there, and are planning an exhibit of kindergarten work, which will show the special features of their practice at the Pestalozzi-Froebel House. Frau Mahta Back, president of the German Union, which includes the various branches in different parts of Germany, made a journey from Frankfort to Mainz to discuss the plans for our reception in Germany. She proposed to have our first stop and welcome to Germany at Bonn on the Rhine, where Frau Flosterman has a seminar for the training of kindergartners, as well as a kindergarten and some special classes. Frau Back will arrange a session in Frankfort, probably under the auspices of the school board. She proposes to show the history and development of the kindergarten movement in Germany by a series of living pictures, illustrating the customs of different provinces. She will also arrange an exhibit of work from the various cities, where there are private and public kindergartens. Fraulein Heerwart was most cordial in her welcome to us, and in her plans for next year. I spent a delightful day with her at Schweina and Liebenstein, where three ladies came to drink coffee with us, and to arrange for a service in the little church near the church-

yard, where Froebel is buried. They said that the whole village would join us in a procession to the grave, where we may leave our tribute of wreaths and flowers. The Froebel Museum at Eisenach will be open for our inspection, and an evening meeting arranged.

In Blankenburg, Burgomeister Bähring has taken the matter in charge, and with Herr Prüfer, Professor Wächter, the Herr Pastor, and other citizens of Blankenburg, will arrange for a delegation to meet our party at Rudolstadt, and to receive us in Blankenburg. There will be addresses of welcome in the Public Square, and a Play Festival, in which the American kindergartners are invited to join and play some of our special games. Guides will be furnished to the various places in the village associated with the life and work of Froebel, and Herr Prüfer has kindly offered to show the valuable manuscripts, letters, and other objects of interest in the Froebel Museum to the pilgrims, taking them in groups of twenty, in order that each one may see the entire collection. The Blankenburg kindergarten will also be in session in the Froebel House. In the evening the Burgomeister has promised an illumination of the Greifenstein, and a concert in the Market Place. Trips to Oberweissbach, the birthplace of Froebel, and to Keilhau, the scene of his first school, are provided for. On the latter trip a Brat-wurst in Rudolstadt will be a feature of great interest. It is a typical Thuringian feast, and was enjoyed by Froebel, Schiller, and other famous men who have lived in this locality. The Thuringian country is so picturesque and beautiful that of itself it offers sufficient inducement to a traveler for at least a month's stay. The mountains are high, and covered with noble trees, which offer endless walks and tramps, and the shaded promenade along the rushing course of the Schwarza is a delight to the Rambler. As a place of rest and refreshment to body and soul, I find nothing more beautiful and satisfactory in any part of Europe. The villages are quaint and beautiful, the customs picturesque, the life simple, and the people have warm hearts and open hands. If all the pilgrims enjoy their experience as did those who made the advance trip this summer, it will be a series of those joyous pictures which are forever "ours beyond recall."

BEGINNING OF MUSICAL ART IN THE KINDERGARTEN.

(By Frances E. Clarke.)

Like some other arts, the art of singing is being better understood, and is ever growing, ever widening, taking on new meaning with each decade. Dr. Hullah says: "Singing is the proper beginning and foundation of all musical study." Song is an essential in drawing out the soul life, the heart life of childhood. It is almost as necessary as food, clothing, or shelter. The time to begin singing is, obviously, the time in the child's growth, when singing begins, in late infancy. Hence the kindergarten must be given a halo by the musical world, as being the birth-place of the art of singing. Great honor is due to the pioneers in this movement of teaching singing to little children. They have bestowed upon humanity a priceless gift.

When the germ of modern education discovered by Froebel and Pestalozzi was transplanted to these shores, dedicated to freedom of thought and action, it was inevitable that rapid changes should have taken place as to the culture and perfecting of this most beautiful flower in our educational garden. Almost every department of the kindergarten work has come under the keen observation and critical research of our foremost educators, but the music, which is one of the most important factors in the development of little children, has been less well understood, less thoroughly analyzed, and has seemingly been set aside as a necessary concomitant of kindergarten work, which mere man saw no way to change, improve, or endow with life-giving force.

In every branch of education we are learning more and more how to bring the teaching up to the child, to make the individual child and his development the prime object. In reading, in numbers, in special plans for the abnormal child, in manual training, in physical culture, in the outdoor schools, night schools, school gardens, and in playgrounds, the ideas of a generation ago are obsolete.

Music is not an exception to this general awakening. It must not, it dares not lag behind, and we who are responsible for its service to the child must find new and better ways to do our work. Building on the splendid achievements of those who have so well begun, we of today must turn our faces forward and strive for still greater results

for all the children. Lowell says:

"New occasions teach new duties,

Time makes ancient good uncouth.

They must upward strive and onward

Who would keep abreast with truth."

As we move on, ever seeking for newer methods, better processes, it is inevitable that some changes in detail must be made, but, says Johnson, "Such are the changes that keep the mind in action. We desire, we pursue, we obtain."

It is perhaps in a sense presumptuous for one just outside the inner circle to offer suggestions or to attempt to bring improvement or reform to such a perfected organism as our kindergarten. It may, indeed, seem like an attempt "to gild refined gold, to paint the lily, to throw a perfume on a violet, to smooth the ice, or add another hue unto the rainbow." However, it must be said that sometimes one at a little distance gets a truer perspective, and, too, one who sees not only the kindergarten, but the entire school course, of which it is an integral part, may find some points of view differing somewhat from the special angle of the kindergarten.

It is the easiest thing in the world to inquire, blusteringly, what is the matter with our public schools, or with that particular phase of school work. There is nothing much the matter. We who are in closest touch may see possible improvements, certain changes which bring better results for a like amount of energy and expense, but even so, our schools today, with these minor defects, are far better than they ever were before; broader, more useful to all the people than any other public system in the world, our hope, our bulwark of defense.

There are always to be found pessimists who can see the wrong side of everything, every movement or belief, but who never by the remotest chance offer a practical remedy or show a better way. Constructive criticism is one thing, and destructive criticism is quite another. It is so easy to say that a certain course of action is wrong, but to put a better in the place is to be a real reformer.

In a gathering like this, it is of little consequence to indulge in flights of oratory and beautifully-built climaxes, panegyrics of appreciation, or platitudes, and generalizations on topics perfectly patent to every auditor, unless one has at least a suggestion of better things to offer.

A recent lecturer stated that America is ready for a great renaissance in some art form, but he knew not whether in art, in architecture, or in music. Without doubt he is a prophet and the omens point directly to such a phenomenon in music, whatever may be done in her sister arts. There has never been such activity in music since our government began as is being evidenced at this time. Operas are becoming established in many cities, at least for stated periods. Orchestras multiply, music schools flourish, hordes of students swarm across the water to the art centers of Europe, among them the most promising singers in the world. Our American composers find rich themes and are slowly finding recognition at home and abroad. Partially the cause, partially the result of all this, music in public schools has taken on renewed life and is being brought to such a point of excellence as has never before been approached in this country or any other.

This is being brought about by a clear-cut, well-defined artistic amalgamation of the best ideas of foreign countries, adjusted to conditions here, not there; enlivened and enthused by the pulsing life of our American people. We are taking over the sight-reading of our tonic sol-fa neighbors across the way, the broad musicianship and the love of good music of our German friends who have come among us, the clear ringing tones of the Italians, the sweet lightness of the French, and are blending them with our own sturdy strength of backwoods and prairie into a true cosmopolitanism, at once effective, beautiful, and national.

In this renaissance in the field of school music, what is the province of the kindergarten? It must do its share and do it in a way that will make it an important part of the related whole and not a separate and wholly distinct effort. The kindergarten is a part of the school system and will find its highest achievement when so related to the primary grade work that it forms, as it should, the foundation stone of our system. In music, at least, there must be this intimate relationship between the kindergarten and the grade work. The beginning must shadow forth the end, and we must not teach there, any more than in any other place, things that we must later unteach, nor permit the forming of habits that will take years later on to reform.

Taking into consideration the triple relation of kindergarten music, its own environ-

ment pure and simple, its relation to the future development of the child's voice and his musical education, and its connection with the regular music work in the grades, what is the proper form of beginning music in the kindergarten? If we consider the question only as regards the kindergarten itself, then we should do the things that make the most attractive showing on the circle, the things that make the child happy for the moment, that he likes to do, that lend light and color to the work of the day. This viewpoint, if followed out, would bring about a condition of continuous vaudeville performance, where the children hop, skip, run, jump, at the same time attempting to produce tone. The tender little vocal chords are pushed beyond their strength. If we think only of the child as an embryo musician, we might easily suppress all the life and gladness, the self-expression, out of the play. If we think only of the child and his relation to the future work in the grade, then our work is likely to become technical, dry, and hard.

It is of the utmost importance that, first of all, the child form the habit of listening intently to what is sung or played. Ear training has heretofore been a sort of game in sense development, but we have never half understood nor valued the wonderful results that may be reached with a definite and particular appeal to the ear, "the harp of ten thousand strings," in the very beginning of the course.

Education deals altogether with the formation of habits. The Duke of Wellington said, "Habit is ten times nature." Habit is strong for good or ill. The habit of listening is the root and center of concentration and apperception; conversely the habit of careless listening is one of the most pernicious in the whole family of bad school habits.

The author of *Psychology and Music* says: "The prevailing methods of studying and teaching music are radically wrong. Instead of training the inner ear and refining it, we make it more dull; instead of cultivating the habit of listening, we do just the opposite; instead of forming correct habits which will aid the pupil in his progress and make his work easy and pleasant, he forms bad habits which will be a hindrance to him at every step of the way and make his muscles his enemies instead of obedient helpers."

We have come to the parting of the ways in kindergarten music where we must make ear training and voice care fundamental and

not incidental. Ear training must be the first thing, the very foundation of our music, and not merely an appendage. The sense of pitch must be cultivated at that period of life when the nerve centers or areas of tonality are awakening to activity. The voice must be taught to respond to musical tones when heard, at the period of life when the vocal chords are assuming sufficient length and strength to produce tone, and this period lies between the ages of three and six. At six the vocal chords have attained the size and length of completed babyhood, and remain with little further growth until the adolescent period.

Just as in other educational fields we adjust the studies to the time of growth when the faculties especially involved are in the period of greatest activity, so in music we must seize upon the time for ear training and voice formation when those centers of power are developing. We know now that the power to use the music language sense awakens in a little child about two years later than his power of speech. A normal child begins to talk at one and a half to two years, particularly precocious children a little sooner, slower ones somewhat later. So with tonal expression. A normal child can imitate a singing tone, can sing a phrase or succession of tones at three to four years of age. A musical child or one from a musical family will often sing a melody at two or two and one-half, while slower children do not develop the power to make the singing tone until five or later.

Just exactly as every child can and does learn to talk unless stricken by disease, so, too, every child, if as carefully drilled, can learn to sing. Only a small per cent of the race may become proficient in performance on instruments, varied and wonderful as they are. God reserved song as his greatest earthly universal gift to all his children of every race, every color, every religion and condition. In every human throat, unless dwarfed by disease, is placed that most wonderful mechanism which produces the singing voice. What a wonderful gift, what a marvelous privilege to be permitted to take these little singing machines at birth, as it were, and adjust and protect them from possible injury and start them correctly toward a lifetime of glorious song giving!

It is an awful thing if through any fault of ours we send a child down the line of waiting years, songless. Like the loss of the child to David Harum, it is not so much that he does not sing in kindergarten, nor perhaps in the

first year, but the next year, and the next and on through youth and old age missing, and always missing, the joy of song giving and railing at fate that he had never learned to sing.

The word monotone should be tabooed from the schoolroom and relegated to the specialist's shop. There are so few, an almost infinitesimal few, who are unable to learn to sing if taken young enough and not encouraged by our faulty methods of development. What strange things we have done, what crimes committed in the name of music, only the All Father can know and forgive. The place to cure monotones, nay to prevent the making of monotones, is in the kindergarten, at the very beginning of the child's career in sense training. Not one child in fifty need go out of the kindergarten unable to sing back correctly tones heard, to sing at least with others the little songs in proper pitch. It all lies with the ear training at the start, before the habit is fastened of being content in singing the tone wrong. If we follow the order of teaching or rather unconscious absorption of the mother tongue, we shall have a splendid beacon light. Under such process the child should hear music as he hears speech all about him in late infancy, music which he is not to reproduce consciously or at least not with words but humming, much as a little child jabbars in his early imitations of the tones and accents of speech. The brain area or field of tonal consciousness must be developed and awakened to action. If we tap insistently on the little nerves of pitch sense and persist in accepting nothing else but correct response, not one child in five hundred will fail to sing.

The vocal chords must be taught to respond to the demand of the brain, precisely as in speech. The little brain must be appealed to through the outer and inner ear over and over again individually, persistently, and patiently. The child must hear distinctly some combination of musical sounds and must attempt to reproduce them exactly, not somewhere near, but exactly. He must be trained to listen intently to the piano, or voice giving one, two, or three tones, and then give back. The brain tends to act as it has acted, and only repeated journeys along the direct path to the center of tonal consciousness will wear the road into easy traveling. If we wander around in zig-zag paths or irregular circles we may by accident, after endless peregrinations, come to the

house of song, but the experiment is too hazardous. Many little "Babes in the Woods" become hopelessly lost and perish musically by the wayside.

When the ears of a portion of a class are sufficiently trained to give back correctly a series of three or four tones, then and then only should they be permitted to sing the little songs. But you say, "Are we not to use songs at once with kindergarten work?" Yes, but sung to children, not by them. Here, too, there should be much music played for them. But do we not learn to do by doing? Yes, by doing many, many times correctly the lesson, not doing "at" it blunderingly and all wrong.

It is the greatest mistake to suppose that because a child's lips move he is learning to sing, a still greater to smile serenely on in faith that it will all come out right somewhere farther on. The primary teacher has found to her sorrow that to make it come right requires months of patient work, discouraging endeavor and a hopeless passing along to the next teacher ten to twenty per cent of her class as tone deaf or untrue.

Of course in a kindergarten of fifty or sixty perhaps ten or fifteen will have passed this preliminary stage and may safely join in a very simple song, but this does not change the situation; the few piping voices are very deceiving and because of them we have been led into great error, have deceived ourselves into thinking we were teaching children to sing, when in reality we are doing irreparable harm.

To sing along with wrong tone all off the key, singing any words, is the worst possible ear training. Every time the little learner hears himself chanting along he leads himself farther into error. He hears himself much plainer than he hears the confused jumble of piano, teacher and children, shouting off or on key. To think this is teaching music is about as great a fallacy as can well be imagined.

Who has not heard a delightfully sweet kindergarten director or her assistant play brilliantly a song, singing sweetly if strongly, five or six of the children singing along, more or less well, coming out with a "bang" on certain spots, and the rest, in a hopeless muddle of undertone, no tone at all, with words that Webster never concocted in his wildest moments, and we call it teaching singing. Unless the children can enunciate the words, it is only gibberish,

The work in imitation of tone may be made great fun, not at all dull or heavy, but as beautiful a game as any in the entire scheme. It is such beautiful work to play with the children with this sort of tone matching imitative work, only they imitate or sing one, two, three or four notes instead of an entire song. It is perfectly delightful to hear the children give back in rapid succession the soft loo-loo of the shell, the clear high call of the cuckoo, the high peep-peep of the chick, the chirp of the robin, the whir of the woodpecker, or the trill of the canary. It is great fun to imitate the street calls of the apple man, the strawberry man, even the rags and old iron. It is beautiful tone, too, to give again the church bell in the neighboring tower, the chimes of the bells.

Then try letting the piano sing the day of the week, the name of the month, of the season. We make it do great things in teaching the nature stories, and thoughts and phrases of the holidays that are coming, or the season of the year, the beautiful dresses of the autumn leaves, the falling of the leaves to their winter sleep, the sleepy time of the summer flowers, the country life at the Thanksgiving time, the gobble-gobble of the turkey, the quack of the duck, the feast and joy of the homecoming.

At Christmas time the content of Santa Claus' pack is prolific source of material for tone work. The fond hopes of the little ones bring out many little pleas and stories of touching beauty. The love of flag and country are developed in connection with the birthday celebrations of our heroes. In the spring the names of all the wild flowers and the beautiful flowers of May time are used. We make the tone work do the language teaching of new words because when sung the word is remembered and understood. The kindergarten work is so full of beautiful thought material that may be just as well sung as read, and instead of getting the unmusical speaking tone, may just as well be used to produce the clear high tone of cultured childhood.

Every moment spent in getting the proper placing of the vowel sounds, in getting soft, pure forward tone, is repaid a hundred times, since it reflects at once into the speech and in the grades into the reading. A few years ago it was a common thing in our kindergartens in Milwaukee and elsewhere, no doubt, to send on classes of which perhaps fifty per cent were unable to sing correctly a phrase or song. The work of the first-grade teacher for three

months or more was almost wholly given up to tone matching, to develop the voices, enabling her to go forward with her song work. Now this is all changed. For two or three years we have by actual report been able to send at least ninety per cent of the children out of the kindergarten able to give back tones correctly. We consider it a failure in care and work, and a proper cause for reproof and criticism, if a class is sent along without a high mark of individual ability. Many classes were sent out last June without a single untrue voice left. By becoming responsible for this one phase of the work, the kindergarten prepares for the future and correlates with the work of the grades.

Perhaps the most trying problem in kindergarten music is the difficulty in obtaining suitable songs. The kind, quality, size, and style of song used has changed materially since the early beginnings. It was perfectly natural that at first the kindergarten songs should have been borrowed from the German. We had no child folk-lore, nor any other for that matter. No one in America was writing suitable songs for children; we had no home-grown child literature. It was inevitable, too, that, as time passed on, the transplanting seemed not to answer all our needs.

We live in America, not in Germany; our children are for the most part sturdy little Americans, full of the life and unrestrained freedom of our national growth. The old songs became irksome, too long, much too long for little minds to hold, too heavy in the thought and language, in pitch almost always too low, and in style too grown-up and serious, written wholly from the standpoint of the adult. For many years our own writers followed in the stereotyped paths, two to ten verses, very slow, steady rhythm, stilted language on very solemn subjects. O, the pity of it! Only within a few years have we had a supply of good, simple, short, high-pitched really American songs for children.

That matter of pitch. It has taken us so long to discover that the voices of the children are or should be pitched high, that the low tones are the dangerous ones, and should be positively forbidden. Middle C should be rarely, if ever, touched, and the range should be from E to E, running up to F or even G in vocal drills.

Music supervisors are of one mind on this point, yet in spite of the universal clamor for short songs written in proper key, an examina-

tion of some of the books recently published shows an alarming disregard for these basic principles. In one book of twenty songs five reach down to C frequently, six drop down to B flat and one to A, twelve or sixty per cent absolutely impossible. Another has twelve songs. Of those six touch C and one B flat, seven or fifty-eight per cent.

Many songs are dull and monotonous, lacking in charm to the children; others still have many stanzas, some contain big words that are difficult to say, especially for little foreign children. Some are on abstract subjects that require a great deal of explanation, which is deadly to all spontaneity, while some are dangerous because of active dramatization which always induces a hard tone.

Among the new books are two that shine on our darkness like rays of light builded entirely on tone work, delightful, short, simple, melodious, and technically and logically within the grasp of the children, carefully pitched and with fine rhythms. Another uses the characters of Mother Goose to bring lessons in sense training to the little wayfarers. The thought is set to pretty little melodies correctly pitched, while the children who do not act the parts do the singing. Another charms by its piquant stories of child activities, and the life in the city street. Another is a quaint little book of Dutch sketches, beautiful in thought, although some of them are rather long. The clever flower and nature songs of Mrs. Gaynor and her Mother Goose songs have a charm that nothing quite equals.

Since these beautiful new things have been given us there is little excuse for ruining the voices with the old sort. Our literature for texts for kindergarten songs is exceedingly meager. The beautiful poems of Stevenson and Field, which are invaluable a little farther along, are almost all too big for our babies.

The child stories of Riley and the heartfelt lines of the Cary sisters are impossible. The most childlike poems of Longfellow are miles beyond, and so on through the entire list. However, we are not wholly desolate and forlorn, for as long as the world stands the rhymes of Mother Goose will never fail. What is there about them? Nobody knows, but there it is—the children love them and will sing them to any sort of jingle, or the most doleful tunes. We all learned to love them and we go on loving them even to fourscore and ten. No matter where we go they follow with their jingle of inconsequent childish cheer. "Take

the bright shell from its home on the lea, and wherever it goes it will sing of the sea."

I should be recreant to duty did I not speak of the singing game and its influence on singing. The singing game is as old almost as civilization. It belongs to a period in the history of the race after the age of chivalry, when mating began to take on the graces of choosing and courtship in place of the tactics of the cave man or the taking by conquest. Singing and dancing in circles around an altar as a part of worship is as old as history. Singing and dancing as a part of religious and other ceremonies in the lives of savage tribes is still older, but that sort of singing and dancing would hardly be worthy of emulation at the present time.

Acting upon the theory that the development of the individual is an epitome of the development of the race, there should perhaps be a time in child life when his nature needs the singing game, but from the standpoint of voice building and tone production it is wholly bad, dangerous, and pernicious if the action is vigorous enough to interfere with breathing.

There must be dramatization in profusion. There the pointing is plain in the natural desire of childhood to mimicry and caricature, proving our Simian ancestry more clearly than any theory Darwin ever had. Acting out stories of every description is the open sesame to fairyland, the gate to "Make-believe-town." That gift is not for the titled or the tattered, the snobs or the snubbed, but is the inalienable right of every healthy child.

When it comes to the question, however, of singing while acting, that is altogether a different matter. These tiny little throats are very delicate and easily harmed. If singing is attempted while any violent exercise is going on, it is certain to produce a forced, throaty, and breathy tone. The attention is given to the action and none at all to the quality of tones, and careless pronunciation, loud and forced tone are sure to result.

The only way possible to use the singing game or dramatized song is to permit only a part of the children to exercise while the rest sing. Some will say that this would spoil the rollicksomeness of the game. Well, perhaps so, in some sense, but you cannot eat your cake and have it too, and you cannot permit the children to scream indiscriminately on vigorous games and expect to conserve the delicate mechanism of the little throats and get good tone on the other singing. Eternal

vigilance is the price of good tone and you cannot look after the individual child, nor get smooth forward tone while the children do a war dance, nor sweet head tone while they are wildly surrounding the "mulberry bush" or making a dash over London bridge.

If musical art is ever to come into its own in this country it will be largely because of and through the impetus given it in our public schools, whose beginning is the kindergarten. Goethe says: "All art is preceded by a certain expertness." Good voice formation and ear training do not float around in the air, but require definite and persistent training along right tracks. Although art is the end sought, the upward road lies along good old-fashioned drill on fundamentals. A poet says: "No record Art keeps of her travail and throes, There is toil on the steep, on the summit repose."

I believe in kindergarten with all my heart. Were I a mother of ten, I should never find myself in the predicament of the old woman who lived in the shoe; I should know exactly what to do, send them to the kindergarten, where the most beautiful lessons of life are taught in deed, story, and song.

If I have seemed extreme or revolutionary, I crave your pardon. My zeal in this plea for pure tone arises from an earnest desire to be of service in the improvement of the speaking voice of our children, our women, and our men; in the improvement of the singing tone of our children all the way through the course, the choral society, the church, the home circle. I beg you will not deem me unmindful of the splendid work that has been done in the past in the direction of song culture, but I am only seeing with a prophet's eye a way to do the old things in a new, more childlike way, with an ear attuned especially to vocal expression.

A singing nation is our battle cry. Ears acutely discriminating, voices properly focused and placed is the province of the kindergarten. It may take years to realize it all, but the children of the future will certainly have it so.

"Away down the river a hundred miles or more,

Other little children shall bring my boats ashore."

THE LIFE OF FROEBEL.

1782-1792—In His Father's House.

From The Paradise of Childhood.

The story of Friedrich Froebel's life begins at the village of Oberseirbach in Central Germany, where he was born, April 21, 1782. It is located in what is commonly called the Thuringian Forest, a section of the country which is triangular in shape, nearly one hundred miles on its longest side and from twenty-five to eighty in breadth. This region is not wholly a forest, as the name implies, but is a mountainous district within the borders of which there are many charming and romantic places, so lovely that the tourist is fully repaid for the trouble it takes to reach them. One such visitor tells us that the forest, although penetrated at various points by railroads, is for the most part accessible only by carriage roads and footpaths. The places are still picturesque, the ruins primitive, and the life of the people simple and unspoiled. Within the forest are mountains, some bare or tilled in patches, others covered with trees which form deep forests in which are found deer, wild boar, and many other kinds of game. Again there are valleys large and small, villages and towns, castles and ruins, and all sorts and conditions of men. Within the limit of this territory Froebel spent most of his seventy years.

Oberseirbach is located in the southern part of this district three thousand feet above the sea level, ten miles north of Lauscha, the nearest railroad station on the main line running through the Forest to Schwartzburg. It is a delightful place for a summer's sojourn, but the winter weather is exceedingly cold and the neighboring mountain roads are often blocked for weeks by snow. It has a population of nineteen hundred, and the history of the settlement runs back to 1540.

The house where Froebel was born is situated on the main street of the village next to the "Golden Anchor" which is the principal hotel, and nearly opposite the church. It is of generous proportions, both the main structure and the L being two stories high, while the former is surmounted with a high gambrel roof containing a double row of dormer windows. Over the front door is a tablet giving the date of Froebel's birth and death. The house is still occupied by the village pastor, as it was a hundred years ago, who is president of the local Froebel society and who takes pleasure in showing to American visitors the

room where the great educator was born, together with various Froebel relics.

To our minds the photograph of this house shows a substantial, cheerful home, with the gardens, village guide-board, watering trough, telegraph poles, and the lamp-post in the foreground. But Froebel's remembrance of it was very different. He describes it as being closely surrounded by other buildings, walls, hedges, and fences, and also enclosed by a courtyard and by grass and vegetable gardens, his entrance to which was severely punished. The dwelling had no other outlook than right and left on houses, in front on a large church, and behind on the grassy base of a high mountain. Another writer describes Froebel's youthful environment in this way: "There was nothing in the dark lower part of the house, surrounded with buildings and walls, to captivate a child, and outside there was quite as little. There was no free prospect, which is so salutary for a child. In close proximity before the house stood the church, and behind the house the view over the little kitchen garden was obstructed by the steep, rocky wall of a high hill. Only beyond the hill was a free outlook, and the boy did not fail to frequently raise his eyes to the blue heavens, which in the mountain regions are so clear and serene; and this sight and the rushing wind from the hills through the high-walled garden sometimes caused in him a kind of ecstasy which he remembered through life."

Froebel's father was the village pastor, a learned, resolute, preoccupied Lutheran clergyman. His mother, judging from the little that we can learn of her by inference, possessed a very mild and lovely character, rare insight, and sound, liberal views of life. He believed that he inherited from her his imaginative and artistic spirit. To these parents were born five sons, the eldest dying in infancy and the others growing to man's estate. Friedrich was the youngest, and after nursing him for nine months his invalid mother died. Writing of that event long after, the son says, "In that moment, when my dying mother kissed her highest benediction on brow and lips, the world took my tender being, so easily accessible to all influences to lead me into the warfare of life, with all its misery, its corruption and its deformity; but the blessing of my dying mother remained with me, and the protecting angel who heard her last prayer walked by and with me."

It is a pathetic study of those infantile years, which Froebel tells himself, almost as much so as the early chapters of David Copperfield, in which Dickens is supposed to recount the tale of his early life. Shut up in the gloomy parsonage most of the time and left to the care of the single housemaid and his own devices, he seems to have lacked not only play-fellows but playthings. Thus was his life in its beginning set to the strains of a minor key, and the refrain of its after years, contained but few livelier notes. But the solitude and want of companionship which fell to his lot during the time that he lived in his father's house developed and confirmed in him a habit of self-inspection and yearning after better things which subsequently bore wonderful fruit. He tells us that at one time during this period of his life he became greatly interested in watching some workmen who were repairing the neighboring church, and that a strong desire took hold of him to undertake the building of a church, and that he began to collect sticks and stones as heavy as he could carry for such a structure. His impulse was to use such pieces of furniture or other objects as he could secure with which to imitate the real builders. But his efforts ended in utter failure, and in giving an account of his experiment he says he remembers very well that even at that early age he thought that children ought to have suitable material and somebody to show them how to go to work with it, so that they might obtain better results. In relating this anecdote Madam Krause adds: "Who can fail to see that in this incident, which made such a deep impression on the boy's mind, lay the germ of his endeavor, later in life, to devise the gifts and occupations of the kindergarten."

In reviewing this condition of domestic affairs at the Froebel parsonage we must not blame the father too severely. His people numbered from three to five thousand souls, located in half a dozen groups and scattered over an area of several miles; they had many pressing wants and religious services, which the pastor was called to attend, were frequent and engrossing. It also happened that during Froebel's early childhood the associate charge of a large new church was given him in addition to his previous duties, so that he was necessarily away from home much of the time. But the chief trouble which cast a cloud over the first twenty years of Froebel's life lay in the fact that father and son were so differently

constituted that the former never understood the latter. On this point Froebel says: "Although my father was a stirring, active man, seldom surpassed in his relations as country pastor, in education, learning, and experience, yet I remained a stranger to him through his entire life, owing to these separations caused by early circumstances."

And yet Dr. Lange says that Froebel's father was "a man rich in insight, and truly religious, and that he turned his attention with the greatest solicitude to the early education of this youngest son of his beloved, departed wife. He understood how to unfold his heart and mind in the promising boy by a judicious training." While it is not for us to decide regarding the relative justice of the two quotations, we can easily see that the two essential elements which were lacking in the first decade of Froebel's life were mother love and helpful play, just those elements of child life which he afterwards strove so hard to develop and perpetuate in the kindergarten system. We are often told that in this imperfect world there is no glory except it is wrought through suffering, and it is probable that if Friedrich Froebel had been born into a happy home he could never have felt the need of the kindergarten, and would therefore never have worked out the educational system which is the fruitage of a life filled with privation and self-sacrificing experiment.

Froebel's own testimony on this point, outlined in a speech which he made to the ladies of Hamburg, many years after is worthy of note. In that speech he said: "Fate showed me the importance of an education conformable to nature by giving me bitter experiences and privations, while the early loss of my mother threw me upon self-education. What one has been obliged to contend with bitterly he wishes to soften to his fellow men. Thus the necessity of self-education led me to the education of my fellow men."

When Froebel was four years old, a new element entered into the family life, that of the step-mother. Of this woman we are compelled to say that she fully lived up to the traditions of her position, proving herself the typical stepmother as that person is portrayed in books of fiction and brought out on the stage. What made matters worse than usual, however, was the apparent sincerity and love with which she treated the boy during the first few months after her marriage, only to repel him as soon as she had a son of her

own, when she at once began to call him by an appellation commonly addressed to a servant. While he basked in the sunlight of her brief smile we are told that the household were surprised at the astonishing change that took place in the silent, taciturn child, who gained visibly every day in health, strength and activity. But scarcely had the young mother begun to fondle her own baby than it seemed to little Friedrich that she had become quite another person. His caresses were tiresome, his presence disagreeable. He must always go away, and if he remained she had neither eyes nor ears for him; she saw only her nursling and had no heart-interest for the boy who still so greatly needed the tenderness of a cherishing mother.

The result was that Froebel became what is usually called a bad boy. Nobody, says one writer, seemed to understand him or cared to understand him. Motives for his actions were attributed to him which he never had, and unfortunately all this distrust and want of harmony had finally the effect of altering his naturally good disposition. He often concealed facts and even told untruths, because he knew that he would be punished for things that were not wrong in themselves. As the years passed matters seemed to get from bad to worse, so that his father came to regard him as a very bad boy.

But the picture of his home life was not altogether a sad one. As soon as he was able to do anything he began to help his father in gardening and received in this way many lasting impressions. His observation was directed to what was near him in nature, and the plant world became to him, so far as he could see and touch it, an object of his thoughtful contemplation. His habit of nature study clung to him through life, and was an essential part of the kindergarten system when it came to be established. The parsonage household was a bustling, energetic one. We are told by Froebel himself that both husband and wife displayed great activity, loved order and sought in all imaginable ways to beautify their surroundings. The father believed in keeping up with the times, and for that purpose he took the latest publications and carefully considered all that was offered to him in them. This plan contributed not a little to the general Christian life that reigned in the household. All the members of it were assembled for devotions morning and evening each day of the week, and at such times the works of

Zallikafer, Hermes, Marezoll, Sturm and others were read aloud for the inspiration, unfolding and elevation of the spiritual life of the family. "Thus," writes Froebel, "my life was early influenced by nature, by work, and by religious perceptions, or as I prefer to say, the natural and primitive tendencies of every human being were nurtured in the germ."

All these things had their influence on the boy, and he tells us that he was often deeply stirred with the resolve to be truly noble and good. But he also adds: "As I hear from others, this firm resolution often contrasted with my outer life. I was full of youthful spirits and the joy of life, and did not always know how to moderate my activity and through carelessness got into critical situations of all kinds, and in my thoughtlessness destroyed everything around me that I wished to investigate."

The father made some attempt to begin the boy's elementary education but the results were not satisfactory so he decided to send him to school. There were two schools in the village, one for the boys and the other for the girls. Both were conducted with the church, and as its pastor the father could choose either for his son. He selected the girls' school, because he was not satisfied with the way the boys' teacher discharged his duties.

Probably the best idea of Froebel's first day at school can be given by quoting his own words in a letter written some sixty years later to Col. Von Arnswald:

"It was a Monday when my father took me to school himself. I was placed on the seat of honor by the side of the teacher, for the reason, I suppose, that I was the son of the pastor, or it may be, because I was reputed a mischievous boy that ought not to sit with the girls. The smallest girls on the first form were seated just in front of me. A verse from the Bible, treated in the sermon on the Sunday preceding, was spoken aloud by one of the older girls, and repeated by all the smaller girls in front. On this first day of my attendance they repeated the words of the Lord, 'Seek ye first the kingdom of God and his righteousness, and all these things shall be added unto you.' The verse was explained to the older girls and also to me. But the little girls were not required to know it perfectly before Sunday. Meanwhile the verse was repeated in parts again and again, in the high pitch of their childish voices, in chorus, and in the old chanting manner of village schools.

I heard this verse repeated for a long time every morning of the six days of the week, until the sounds, the words, and the sense had produced so strong an impression upon me as to make this verse the motto of my life in the truest sense of the word; for it has resounded like the chant of a chorus of nuns in my ears all the days of my life. The older I grew the more thoroughly was I led to recognize the full importance and efficacy and the profound living truth of the maxim. It became the basis and regulator of numerous understandings of mine, and proved its entire truthfulness." In his school Froebel read in the Bible with the older pupils and he also learned with them the sacred songs which were sung on Sundays in the church. Among these hymns he says there were two which shone on the clouded dawn of his early childhood like bright morning stars. "They became," he adds, "to me as my life songs, because in them I saw mirrored my own little life and their meaning touched my heart so deeply that in later years I have many a time been strengthened and refreshed by what they imparted to my soul. These songs were, "Rise my heart and soul," and "It costeth much to be a Christian." He mentions in this connection that he followed his father's Sunday sermons with great attention, sitting apart from the rest of the congregation, in the vestry.

During these years the problem of life sat heavily on those young shoulders and bewildered that youthful brain. For the most part he was kept closely at home, although he sometimes rode about the parish with his father while the latter was making pastoral calls. It was his delight to mount the high hill back of the house that he might enlarge his actual horizon and relieve his spirit from the pressing confines of the narrow valley. Tradition says that on the spot where the Memorial Tower now stands he spent many hours in watching the sunset and in boyish musing. Year by year he became enamoured of all the different phases of nature which came within his observation, and more fond of studying their development.

As he grew into boyhood we are told that his mind was moved most deeply, not by the many admonitions and the pious instructions which he received, but by the many interviews between his father and members of the pastor's flock to which he listened. One writer states the case in this way: "A

boy of between eight and eleven years, small and slight in stature, apparently busied with a book, or some kind of writing, seemed to the visitors at the parsonage no hindrance. They had come to open their hearts to the highly honored and spiritual teacher and to ask his counsel in their distressed circumstances. But the child listened with all the sharp attention of an inquisitive, penetrating mind, to which the world and all its complications was wholly strange. Each person served as a rent in the curtain which concealed life from him, a telescope through which he could study the world.

"But it was the dark side of life which was thus revealed to him. It was the complaint of the sorely-tried mother over the ungrateful son, the acknowledgment of a hidden sin, a melancholy fall, it was the sting of conscience, fear, repentance, despair, which alternately had the word, while the earnest, yes, severe teacher now through the inexorable precepts of the divine law, then with the consolations of mercy, strove to work on the dejected minds. These conversations and other influences of that time revealed to him the inner life of men, with its hidden springs and its concealed strife and pain, and he perceived more and more the connection between things and words and aims, without being able to discover in himself or around him anything satisfying, anything atoning, and although this fair soul had already felt an indefinable need of unity and harmony, yet he could no more unite them than he could the most incongruous opposites, the most irreconcilable enmities."

The boy was ten years old when his eldest brother, Christopher, a theological student at the University of Jena, came home for a visit and great was his joy in seeing him. Together the brothers roamed the fields, the elder appearing to the younger an angel of consolation who understood him and was ready to protect him from unjust treatment, because he saw through all the youthful faults the glimmer of the beautiful side of his misapprehended and suppressed character. To him he unfolded some of his mental troubles, asking him why it was that God did not make all the people men or all women, so that there would be no quarreling, his idea being that most of the contention in the world arises from the difference which exists in the sexes. To direct his mind from the problem of human discord his brother

showed him the processes of vegetation—the compensating nature of imperfections in male and female flowers, and how through the principle of growth harmonies of beauty and use are born out of the connection of opposites.

As the plants and flowers of the parsonage garden had until now been Friedrich's dearest playfellows, so the new revelation of the vegetable world which his brother disclosed to him in their talks attracted his interest and he besieged Christopher with all manner of questions.

Just then the beautiful purple threads of the blossoming hazel claimed a considerable share of their attention and threw the boy into raptures. His brother gave him careful instruction regarding the flowers and his visit proved a great and lasting benefit in calming the perturbed spirit of the child.

But when he was gone the father's house seemed more desolate than ever to the little motherless boy who had a home there only in name, and a burning desire took possession of his soul to get away, as his brothers had done, to find some other abiding place with a more desirable environment and better means for helpful growth.

(To Be Continued.)

THE HISTORY OF THE KINDERGARTEN SONG IN AMERICA*

BY PATTY SMITH HILL.

Address given at I. K. U. Convention, St. Louis, April 29, 1910.

That which impresses one most deeply in the investigation of the history of the kindergarten song is the fact that the kindergartners of today, born into the full inheritance of the wealth of modern songs, have no conception of the struggles of the early American kindergartners to secure songs and games for the first kindergartens opened in this country.

It is difficult for us to realize how long these early kindergartners use to wait for translation—the *Mother Play* not being translated into English until 1878, when Miss Jarvis's edition appeared in America, followed in 1886 in England by the Misses Lords' translation.

I have interviewed or corresponded with as many pioneer kindergartners as possible, trying to get some insight into the song problems and their solutions in the early days.

Serious as the predicament was, there was a humorous side to the situation, at least from the retrospective point of view, for in their efforts to secure songs of any description the makeshifts were often most ludicrous.

We who now have some twenty or thirty song collections to draw from can afford to smile in our ease as we turn to the wealth of songs at our disposal—songs adapted to almost any and every occasion imaginable; far otherwise did the situation present itself to those who were in the thick of the battle. We who can find some two or three poetic treatments of any subject by different composers, any one of which is musically good, find ourselves wondering why, even if their standards of musical and poetic merit failed, their sense of humor did not prevent the use of some of these unchildlike, unmusical, unpoetic efforts at song.

Miss Blow tells of the use of unrhymed translations from the German, and others describe vividly the manuscript book kept by every kindergartner, into which she copied ditties and hymns indiscriminately, even light opera being pressed into service, if by any ingenious modification of melody or lines it might be adapted so as to pass muster. The struggle was too severe for one to dare to be critical.

Miss Haven's manuscript book, which she fortunately still has in her possession, is an historic record of the eagerness, the patience, and industry of the young kindergartner entering the work at that period, in her search for and diligence in copying good songs from all sources, hymnals, school readers, magazines, etc.

When we glance through the kindergarten song books in their chronological order there is a decided evolution in the standards of what is truly childlike as well as in the conceptions of what is good musically.

The chronological order does not tell the whole tale of values and worth, as there are decided breaks in the up grade; periods in which ideals clash, with the resultant alternations of struggle on the one hand to reach standards of musical excellence, and on the other the desire to meet the child on his own level of appreciation and control. These later attempts, however, were not always successful in keeping the child up to his own maximum of appreciation and ability. Nevertheless, viewed in the large, there has been a decided evolution toward the realization of

higher standards both in child-like and in musical values.

Anything like thoroughgoing and accurate history of the kindergarten song cannot be written in our day, as we have too recently become "history-conscious" to realize the necessity for bringing together and placing on record the early historic sources and materials which alone would make this chronicle possible. However, as some of those who had the foresight to preserve some of these pioneer attempts kindly placed them at my disposal, our debt to these earliest, and sometimes forgotten, song writers is here gladly acknowledged.

The first attempt at an American collection of kindergarten songs of which I found any record came out in 1873. It is a quaint little paper bound pamphlet rather than book, and hails from St. Louis, the pioneer city of the west in kindergarten education. The title page reads: *Plays for the Kindergarten as Introduced in the Gymnastic Exercises of Mary Institute*, St. Louis, Mo., by Miss Henrietta Noa, Music by John Richter, Published by J. L. Peters, of New York. In the preface, signed and dated St. Louis, July, 1873, the authors thus state their purpose greatly in advance of their day as consciousness of physical training in play did not sweep over the educational world until many years later, in connection with the movements of physical education and the playground: "These plays were suggested by intercourse with children. They are intended to represent their daily amusements, and are so arranged as to make them suitable to children's gymnastic exercises."

In the main the songs are translations from the German, many from Froebel, but no credit is given to Froebel, or indeed to any one. In this and other early collections, they rarely disturbed themselves about the rights of the song writer. A song was common property the moment it was written, the one idea being to spread it broadcast for use, with a certain sublime indifference to the rights of either publishers or authors.

These first songs in most cases were used to accompany games, and the emphasis was upon the educational value in the activity of the games rather than upon any deep appreciation of the value bound up in song, pure and simple.

One of the most characteristic differences between the earlier and later collections is

found in the use of the song as a means of expressing moral and ethical ideas. The bald morality in these earlier songs would be enough to astound our modern children who hear stories with the moral so organically interwoven, so subtly hinted, that occasionally one is tempted to doubt how far after all they see or feel the moral issues involved.

Here is one of them with a morality which, from our point of view, is more suited to the needs of the mother or teacher than the child:

EARLY LESSONS.

Early lessons, gently taught,
Simple words with meaning fraught,
These forgotten for a time,
Will come back like well known rhyme.
Think not, mother, that they were
All wasted on the empty air,
The seed of truth has taken root,
Will one day bloom and bring forth fruit.

Another—a game—is called *Stork and Crane*:—

Stork and crane stand on one foot
On the ground, like plant and root,
Shoo! Shoo! Chase them both away,
Both feet show in flight so gay.

The directions read: "Two children stand in the center of a circle, hand in hand, on one foot. One child sings and drives them away. At the words, 'Shoo! shoo!' they run off, and are followed by the child who wishes to catch them. Then three others take up the game."

One kindergartner confessed to me her great joy when this new game came out, and the delight of her children when it was introduced.

There is a charming little song called the *Organ Grinder*, which reminds one of Schubert's exquisite song, *Die Leiermann*, though fortunately much more cheerful. This presents a vivid picture of joyous children dancing and singing in the village streets as the little organ is played.

In another we find a strong interpretation of life to present to little children, that is a poetic mingling of the moods of mystery, melancholy, and joy. It is a modification of a poem by Walter Scott, though, as usual, no credit is given:—

THE SPINDLE.

Twist ye, twine ye, even so,
Mingle shades of joy and woe,

Hope, fear, peace and strife,
 In the thread of human life,
 While the mystic twist is spinning
 And the infant's life beginning,
 Dimly seen through twilight bending,
 See what varied shapes attending.
 Now they wax, and now they dwindle,
 Whirling with the whirling spindle.
 Twist ye, twine ye, even so,
 Mingle human bliss and woe.

As we compare this modification of the poem with the original, it is interesting to discover that there was no effort to alter the mystic, melancholy attitude toward fate, but that the word "jealousy" is omitted as not worthy to be suggested to little children in their play.

In the second attempt to collect a group of songs for the kindergarten, we have, in the stated aim, a recognition of the need of song in the home, as well as in the kindergarten, though this time the school is omitted.

The title page reads: *Plays and Songs for the Kindergarten and Family: Collected and Revised by a Kindergartner.*

In the first collection by Miss Noa nearly all the songs were translations and all have accompaniments, but in this little volume the melodies are not harmonized.

In the preface the modest author states: "The present work does not pretend to offer new kindergarten plays; it is simply a collection of those which have been translated from the German, and which are scattered in the various works on the kindergarten method, the latter circumstance rendering the access to them rather inconvenient to the general public."

Criticism seems to have been expected then as now, for this very humble-minded author, or rather compiler, ends her preface with this fine statement of her attitude: "Any suggestions for the improvement of this collection by those who are acquainted with Froebel's principles of education will be welcome to the publishers." In other words, she courts criticism, but only from those who have some insight into what she is endeavoring to do.

Here we find many translations from the *Mother Play*, again with no hint as to their author except in the preface, and no suggestions as to the sources from which the other songs are drawn.

Here we discover many of the favorites of the early days for which no superior substi-

tutes satisfactory to child and adult have yet been found. For example:—

Happy every morning,
 When the hour comes round,
 To the kindergarten
 Flocks of children bound.

We find here the time-honored folk game, "Shall we show you how the farmer?" and "Let us find a hiding place for this little stone;" also "Look at our Harry, he'll show us a game," etc., etc.

We also find one song which astonishes the kindergartner today with her tendency to eliminate all negative ideas from stories or songs. It might almost be considered a poetic embodiment of the principles involved in "natural selections and survival of the fittest." It is called the

BEE AND ROBIN.

I.

A bee was sporting in the sun,
 So merry and so free;
 A robin near by watched the fun,
 And caught the little bee.

II.

A hawk saw from his lofty seat
 The robin catch the bee,
 And, longing for such splendid treat,
 Down rushed he from the tree.

III.

But slowly comes the huntsman gray,
 With gun and shot at hand,
 He sees the hawk still at his prey,
 A crack comes from his stand.

IV.

The hawk is lying on the ground,
 And does not stir nor move,
 The strongest am I here around,
 I gave a huntsman's proof.

In this day and generation we would be surprised at the use of this as poetry or as a song, but we are still more amazed to find that this was dramatized and used as a game. The directions read: "Four children are chosen to represent the bee, the robin, the hawk, and hunter. The rest form a circle and the bee is humming outside and inside. The robin catches it and gayly flies about until the hawk takes hold of it. The latter

is then flying about in the circle, when the hunter aims at it; all are clapping their hands, and the bird falls to the ground, whereupon the hunter alone sings the last two verses."

In 1878 we have the first full American translation and publication of Froebel's *Mother Play* book, with the original pictures, music, and commentaries.

In the preface written by Miss Elizabeth Peabody we are told that we are indebted to Miss Fannie W. Dwight for the translations of the songs, and to Miss Josephine Jarvis for the translations of the commentaries.

On first thought one would conclude that this must have solved the problem of songs and games for the American kindergartens at once, but this is not the case. While this translation marks an epoch in bringing to American kindergartners their first opportunity to study, as a whole, the Froebelian philosophy underlying the songs, the music, the best that Froebel could secure at that time, was well-nigh impossible for little children to sing. Though all American kindergartners united in their expressions of gratitude to Miss Dwight and Miss Jarvis for this great initial step in bringing to them Froebelian literature in their own tongue, simpler words and music were necessary before the full value of the songs and plays in this epoch-making book could reach the little children of America.

In 1880 we have the fourth attempt in America to secure good, simple songs and games for the kindergarten. In this there is a national note. The kindergarten is becoming Americanized. It is no longer a German institution in the American commonwealth. So we read on this title page, *National Kindergarten Songs and Plays; Written and compiled by Mrs. Louise Pollock*. Notice the word "written"—not just translated or compiled as heretofore. It is also interesting to find evidences of the coöperation of the daughter. From this time on credit is given to the authors, and so in this collection one frequently reads, "Words by Susie Pollock."

Another interesting new feature is the long preface or introduction, the first effort to educate the general public, ignorant of Froebelian ideas, to a fuller understanding of the principles of education underlying the use of songs and games.

Many very interesting and valuable suggestions are made. She says: "The children may select the plays, but mainly it should be in

harmony, either with the subject of the conversation, exercises of the previous morning, or with the story in connection with the building." This is particularly interesting at this period in our educational history when we are struggling with the problem of correlation with its limitations and possibilities.

The naïveté of some of these songs makes us wonder whether the kindergartners of that period had a less keen sense of humor than we, or whether we of today have lost a certain sublime forgetfulness of self which made it possible for them to use songs which would immediately stir our more sophisticated sense of the ludicrous.

Can you imagine any one of us being sufficiently unconscious of self to sing this song called—

THE YELLOW BIRDS.

I.

I saw a little yellow bird a sitting on a limb,
And while I watched, another came and sat
down close by him;

I heard their cunning prattle as they twit-
tered and caressed,

While now there are three little eggs, all in a
little nest.

II.

"Kate, Katie!" cried the first that came; "See
Kate, see Kate, Katie!"

And Katie twittered and replied, "See Jim-ee
Jim, Jimmie!"

They bobbed and bobbed their little heads in
merry mimicry,

And seemed to own me as their friend as they
looked down on me.

III.

Two weeks have passed, again I went and
looked up in the tree,

There Katie sat upon the nest, demure and
matronly.

And Jim was there a dancing round, a happy
bird was he,

Three little birdlings more were there; Jim
had a family!

In some cases it is impossible to tell whether some of these quaint songs were considered humorously or seriously in their own day, but this one seems to have been naïvely accepted at its face value.

In 1881 there is a decided step upward in a new volume—*Merry Songs and Games for the Use of the Kindergarten; Selected and Com-*

piled by Clara Beeson Hubbard. As it was compiled by and for St. Louis kindergartners, published in St. Louis, with an introduction by Miss Blow, it might easily have borne the stamp, "Made in St. Louis."

How well many of us remember the thrill of delight we experienced as young kindergartners in reading and re-reading Miss Blow's inspirational introduction.

In the author's preface she acknowledges her indebtedness to the book called *Mother Play*, and an English collection by Eleanore Heerwart.

Only those who were engaged in the kindergarten work between the years 1880 and 1890 can appreciate how valuable a contribution to kindergarten literature this book was. Even those entering the work at the end of this or the beginning of the next decade remember the joyous vim with which the children sang such songs as "Good morning, good morning, to our dear little school;" "O mother, how pretty the moon looks tonight;" "Jack Frost is a roguish little fellow;" "Good morning, Merry Sunshine, how did you wake so soon?"

While the song books which followed this naturally profited by this one and improved in musical and literary values, there are some songs in it which have never been excelled in their childlike simplicity. Children sang these songs; they did not sing at them, or listen only, or participate occasionally, as in many of the books reaching higher musical standards later.

Although some of these songs are much too long (one with nine stanzas of six lines each), and far below the musical and literary standards of such a volume as Miss Blow's translation of the *Mother Play*, which was issued fourteen years later, yet we have never found any fully satisfactory substitutes for some of the simplest and best songs of this volume.

For example, that childlike little song, good in lines and melody, "Come, little pigeons, come into the ring," children actually sang—they possessed and could reproduce it independently of the teacher or the piano.

Children need some songs of this type, songs of such simplicity that they can fully master them and be able to sing them with ease at home or in their plays and games in the street.

In 1885 we hear *Kindergarten Chimes*, this time all the way from California, "A Collection of Songs and Games Composed and

Arranged for the Kindergarten and the Primary Schools, by Kate Douglas Wiggin." This is the first time that there has been a direct statement of the desire to provide for the primary school as well as the kindergarten. A new word also strikes our ear, "composed," not compiled or translated or selected as in most of the books appearing earlier.

In the preface the author, who is also the composer, tells us that she gives us "songs and games which were composed or arranged on the spur of the moment and fitted to the special needs of the children."

It would take the talent of Mrs. Riggs or "N. A. S.," who coöperates with her sister in writing the words to the songs, to have both music and literature so completely at her disposal that songs could be written "on the spur of the moment."

In the preface to *Kindergarten Chimes*, one is impressed with the fact that new standards of merit are coming to the consciousness of the kindergartners. The author says: "The words have been written with the most loving care, in the feeling that the child should never hear an awkward rhyme, nor an imperfect meter, nor be confused by the halting rhythm and incorrect accent which mar so many songs written for children."

Another standard of excellence has also come to the consciousness of this author, one which astonishes the reader, until Mr. William Tomlins is quoted—namely, a recognition of the correct technique of singing in general, and of the child voice in particular. A significant advance in history of the kindergarten songs is indicated when the composer states in her preface: "I have endeavored to let consonant sounds come in easy places, and to fit such vowels to high notes as will produce pure, sympathetic tones without conscious effort." Again she says: "Difficult intervals and intricacies of time have been avoided. Any air which was too high or too low in its original key has been transposed."

She also shows a willingness to make some merciful compromises with the kindergartner who is not "a trained musician," for she writes: "Special pains, too, have been taken with the accompaniments to bring them within the ability of the average kindergartner who is not a trained musician."

The fate common to all mankind comes likewise to this composer, for, while definitely and ably struggling to realize her own

extraordinarily high ideals, she of necessity at times falls below them.

So while the up-grade standard is evident in the merit of these songs, the music is not always successful, either in the original compositions or adaptations from other composers. A few adaptations from such classic composers as Schumann and Reinecke are an evidence of an increasing consciousness in the mind of the composer of the right of the child to the best, even though in some instances unchildlike selections are made.

The date 1887 marks a red-letter year in the history of kindergarten music, as it brought three new collections of kindergarten songs, and the *Nursery Songs and Finger Plays* of Miss Poulsson in a magazine series. Think of one year bringing three such valuable collections as the Hailmann, the Smith, and Jenks and Walker volumes—truly an embarrassment of riches!

Songs, Games, and Rhymes for the Nursery, Kindergarten, and Primary School, with notes and suggestions by Eudora Lucas Hailmann, has the true German ideal in the coöperation of the family. In the first place, it is touchingly dedicated by the devoted mother in these words: "To my children, Bessie, Willie, Walter, and Harry, this book is lovingly dedicated." Much of the music is written by the daughter, Miss Bessie Hailmann, the words are frequently by Dr. Hailmann, while Mrs. Hailmann turns with equal ease to either or both. In this book we have the evidence of a balanced interest in the needs of the nursery, the kindergarten, and the school, thus reflecting the united effort of both Dr. and Mrs. Hailmann to uplift the ideals of the home, the kindergarten, and the school.

It is evident, at first glance through this book, that the Hailmanns had all the traditions and standards of the best classical music of that period, as the book is largely made up of simple selections from the German masters.

While there is, as yet, little or no conception of melody and words as an organic unity, with the music expressing the prevailing mood of the poetic lines, there is every evidence of an unwavering conviction that nothing but the best is fit for little children. It must be acknowledged that the selections are frequently too mature musically for little children, but there is a singular fineness in the absence of the cheap and childish, with a liberal use of melodies from such composers

as Beethoven, Mozart, Reinecke, Glück, Haydn, Weber, Abt, Mendelssohn, Bertini, and Rossini, together with best German and Swabian folk songs and dances.

In studying the evolution of the kindergarten songs toward higher series of merit, several points made in the preface by Mrs. Hailmann are noteworthy.

She first speaks of the great importance of music in early childhood, and then adds: "If the same care which is bestowed upon the essays of high school graduates were given to the music and literature which we offer our little children, we should soon lessen the demands for the sensational fiction that fills our libraries, and for the maudlin love songs and trashy dance music that disgrace our music rooms."

One almost feels a sympathetic note with Shakespeare's denunciation of the unmusical soul in this statement: "The musical taste is one of the surest indications of disposition, because of its intensely subjective nature. A person may be more fully known by the music he likes than by the coat he wears or the books he reads." One of the most interesting and unique suggestions given in the preface is in direct line with the latest and best methods in musical education,—that is, in the encouragement and guidance given to the creative attitude of the child himself in song,—even with young children. Mrs. Hailmann wrote: "The children should be encouraged to make additions and improvements, but the superior judgment of the teacher must aid them in carrying out their ideas." This sounds strangely familiar to the students of Mr. Calvin B. Cady, who is particularly known for the emphasis which he lays upon the creative impulse in musical education.

While the nursery songs and finger plays of Miss Poulsson appeared in several forms in 1887, they were not issued in book form until two years later. Miss Poulsson possesses the element of a delightful surprise party in her personality, as she may at any time give us new songs and verses with a touch of the insight into the child's heart which is so evident in that baby classic, "Here's a ball for baby." Many years later her *Holiday Songs* were issued, and there is a delightful rumor afloat that she and Miss Smith have a surprise in store for us in a new collection of songs* which is to appear in the near future.

The year 1887 also brought to us *Songs for Little Children*, by Eleanor Smith, the richest musical gift to which the kindergarten had fallen heir. What a joy this volume was to all kindergartners, with its exquisite songs written for little children by a musician of rare scholarly attainments! Here we reach the high-water mark of musical scholarship in the composition of songs for children, where not only the words and melody correspond in thought and feeling, but melody and accompaniment are so subtly interwoven that they make an artistic whole organically knit together throughout.

Here came to full consciousness the idea that words might fit a melody in rhythm and meter and yet fail to meet the new standard of artistic song. The harmony of thought and feeling in these songs set up a standard, made it impossible for kindergartners to be satisfied with a combination of lines and melody simply because they happen to correspond in rhythm and meter.

In the subtler harmonizations in the accompaniments of these songs one feels the pulse of the larger musical world in which the ideal was shifting from the simpler classical harmonies of Mozart, Haydn, and Beethoven to Brahms, Wagner, and Grieg.

**Songs of a Little Child's Day*. Published by Milton Bradley Co. Ready in November.

Wonderful as these songs are in educating children to appreciate music on a level higher than their own, it must, however, be acknowledged that the children themselves do not sing these with that fine independence of teacher and accompaniment that became possible in several of the collections which appeared later.

The children never possess these songs, never completely master them in the sense that they are theirs to be sung anywhere and everywhere, with or without the assistance of grown people; but as songs to be sung *with* and *to* children under expert adult guidance, they have never been surpassed. They lift the child's ideal beyond his own capacity to master and to realize; but they educate through this very fact. They deepen his appreciation, even when beyond his control and mastery, and are of untold value as "musical impressions" and for musical participation.

Songs and Games for Little Ones, by Misses Jenks and Walker, appeared in this same year, so rich with its contributions of songs.

Here is a marked effort to get at the child's point of view and his ability to sing. While the songs are often too long, and not uniformly musical, there seems to be a distinct consciousness of the problem of meeting a double standard; the needs and ability of the child on his own highest level, and the standard of good music as well.

From 1890, when *Stories in Song*, by the Misses Emerson and Brown, appeared, hardly a year passes without a new volume of kindergarten songs—each written and presented to the public because it stood for an appreciation of a certain new problem, need or ideal, somewhat different from that of its predecessors.

It would be both impossible and inadvisable to pass individual criticism on the contributions of songs appearing later than 1890. Even to mention by name the volumes and authors, composers, and compilers is quite a dangerous proceeding, for fear some great genius may be overlooked or placed incorrectly in chronological order. Any effort to do this involves the possibility of some oversight or mistake, for which pardon is urged in advance. *Song Stories for the Kindergarten*, by Mildred J. and Patty S. Hill, appeared in 1893; the second volume of *Songs for Little Children*, by Miss Eleanor Smith, 1894; Miss Blow's compilations of new poetic and musical settings of Froebel's *Mother Play* book, in 1895; *Small Songs for Small Singers*, by Mr. Neidlinger, in 1896; *Song Echoes from Child Land*, by Misses Jenks and Rust, in 1896; *Singing Games*, by Miss Mari Hofer, in 1896; *Songs for the Child World*, by Mrs. Jessie Gaynor and Mrs. Alice C. D. Riley, in 1897; *Nature Songs for Children*, by Mrs. Fanny S. Knowlton, in 1898; *Timely Games and Songs*, by Clare Sawyer Reed, in 1900; *Holiday Songs*, compiled by Miss Poulsson, in 1891; *Ring Songs and Games*, by the graduates of the Lucy Wheelock Training School, in 1907; *One and Twenty Songs*, by Miss Corinne Brown, in 1907; *A Dozen and Two*, by Misses Claxton and Valentine, and many others from this time to the present, written by less well-known composers, all of which have some good songs and games.

There are also a number of other collections of songs of great value, which were not written by kindergartners nor especially for the kindergartens—such as those by Elliott, Bently, Tomlins, Smith, Adams, and others,

to all of whom the kindergarten is greatly indebted.

In conclusion, what can be said of the present status of the kindergarten song? Volumes, I fear, which one of the group attempting to provide kindergarten songs is, perhaps, not the one to say.

However, this much must be said, that we have literally an embarrassment of riches and that is our danger. The writer has interviewed many noted musicians and specialists in this field, and one and all unite in the same plea—that in the kindergarten we sing fewer songs, better songs, and learn to sing well ourselves and to teach the children to sing well the few good songs selected. They almost unanimously urge shorter periods of singing. They tell us that our children sing too many songs to sing any as well as they should be sung.

From this, one may ask, Are we worse off now than we were in the early days when there were so few songs to be had? Most assuredly not, if we learn to select not only from the standpoint of quality, but from the intimate knowledge of the musical needs of the children.

The more good songs at our disposal, the better opportunity offered for a wise selection from the mass of beautiful ones so tempting to us as adults,—a choice of those songs which best meet the particular needs of the children under our care. For example, one should ask some such question as this in selecting a new song. Out of all the good moon songs, wind songs, trade songs, etc., offered by all the different composers, which one meets the needs of my particular group of children and my situation best?

The musicians whom I have interviewed have been almost unanimous in the following criticism of kindergarten songs as a whole, and of our methods in presenting and using music with young children:—

(1) That we use too much music with one of two results: (a) the music being used so continuously the children lose their ability to pay attention to it with either appreciation or discrimination; the strumming of the piano or songs for any and every occasion becoming so monotonous that it falls below the plane of consciousness; or (b) the music being so continuously used forms an unconscious stimulant, the lack of which becomes quite evident when it is withdrawn later in the primary.

(2) That kindergarten songs are too long both poetically and musically, with too many musical and literary ideas and emotions to be actually understood, appreciated, or mastered by the child, for a song is a poetic interpretation of a child's experiences or moods; to be normal and artistic it must be short.

(3) That there is too little repetition of the poetic or musical thought and feeling in our songs.

(4) That our songs are too difficult both as to range and intervals.

(5) That they are also too complex and mature in the harmonies and accompaniments, providing unnecessarily subtle and complex harmonization long before the child's ear demands or is capable of appreciating this.

(6) That in presenting songs in the kindergarten we lay more emphasis upon the elements of movement, rhythm, gesture, and games than upon the production of good tone and the value of pure melody and song.

(7) That we should have simpler melodies for games, where melody and rhythm are accompanied by activity, reserving the more complex melodies for song where the attention is more on tone and melody than activity and gesture.

(8) That we value spontaneity of expression more than the formation of correct habits of producing tone, breathing, phrasing, etc.

(9) That we do not know how to guide the creative ability of little children in expressing their own thought and feeling in short poetic and musical sentences and phrases.

(10) That we have the children sing at the expense of learning to listen and discriminate in correct pitch and tone, melody and rhythm.

(11) That our children are allowed to sing either too loudly and vigorously, because it is supposed to be spontaneous, or too softly, thinking that because they are singing softly they are necessarily singing well. Either of these faults is equally grievous, though we usually recognize the bad results in the former more than in the latter.

With all of our musical faults, musicians realize that we were among the first educators to appreciate the poetic value in song, and that, as a body, we have provided more good songs for little children than all other educators and musicians put together.

Truly we have had a rich heritage in song—so rich that we have gladly divided our

wealth with the elementary school. Nor is this all, for surely the best is yet to come. So we, the song writers and composers of the past, wish godspeed to the next generation who will write the new songs of the new generation of little children, for verily a new vision has always demanded, and will always demand, a new song. With the appearance of finer poetry and musical visions of child-song, we, who have contributed our best in songs for the little children of yesterday and today, will gladly sink into the background of history, for we trust it will be written of the kindergartners and little children of tomorrow as in the Revelation of ages past,—“and they sung a new song”—a new song, because even the loveliest songs of the past will not express the revelation of righteousness, beauty, and truth of the new life that is to dawn tomorrow.

Why Own a Dictionary?

Many answer “So as to know the spelling and pronunciation of words.” Yes, but the modern dictionary has gone far beyond this primary stage and has become almost a universal question answerer. Its purpose, today, is to give quick, accurate, encyclopedic, up-to-date information of all kinds that shall be of vital interest and use to all people.

No matter what your occupation, trade, or profession, the New International Dictionary will tell you how the best authorities define all its terms. A steel expert confesses that its definition of Vanadium steel gives him information long sought in vain. A judge prefers its law definitions to those of his special law dictionaries. An architect, builder, clerk, machinist, merchant, banker, doctor, clergyman, each will find his department treated by a master of that specialty who has gathered his material from the whole field involved. The man who knows, wins success, and here you have exact knowledge at your fingers' ends.

In your talk and in your reading, whether of paper, magazine, or scholarly treatise, there is sure to come up every day some word, phrase, or reference whose meaning (or new meaning) you don't know. Look it up in the New International and you will know it the next time.

Paper Cutting Story.

Tell the children the story of George Washington and the cherry tree. Use engine colored paper for the different objects. For the tree use green paper. Cut a bunch of cherries and leaves from red and green paper, the little boy from brown paper, his father from black and the hatchet from gray.

Select from your boxes of sentence builders the words from the day's lesson. Give the children two of each kind. These words are to be matched at their seats, words alike being placed opposite each other.

Tell the children a simple story. Have them illustrate some part of it by making an outline on their desks with the small square colored beads which are used for stringing.

The children all like to work with the clay and the children have modeled these objects, they will be eager to repeat the story in their own words.

NEWS NOTES

On Thursday afternoon, December 15th, Mrs. Jean Carpenter-Arnold lectured before the students of the Chicago Kindergarten College. Her subject was “Shop Windows”. Mrs. Arnold showed how the whole history of civilization might be seen in the modern shop windows. In the many inventions displayed she said, “We are continually reminded of man's conquest over matter, space, and time, and not only do these wonderful windows bring the vast treasures of the material world to us but subject matter also for the deepest lessons in sociology and ethics.” In closing she showed how they furnished to us a study in supply and demand. For instance she added, “When we go down to do our Christmas shopping we can see what the people want when we note the display of pipes, cigar holders, ash trays, and similar smoking apparatus ready for the women purchasers to buy for their men folk; and on the other hand an abundant supply of manicure and toilet articles for women kind, we are to believe that shopkeepers at least think that it takes gifts of self indulgence to please men, and articles demanded by vanity to gratify women.” We all hope, however, that they will be pleasantly disappointed by their Christmas sales.

After Mrs. Arnold's lecture original marches with special Christmas features were given by each class followed by Christmas games. It was an unusually pretty sight to see over a hundred young women in white waists, decorated with holly, playing sleigh ride, snow ball, and skating with as much zest as though they were enjoying the “real thing”.

On Saturday afternoon, December 17th, the freshmen students of the Chicago Kindergarten College gave a delightful concert of Christmas music to the old ladies of the Old People's Home, 3250 Indiana Avenue.

As their class charity for the present year the Juniors and Seniors of the Chicago Kindergarten College conducted a kindergarten at the Cook County Hospital during the school week; and in addition on Saturdays give stories and games in the Children's Convalescent Hospital on the north shore.

On next Thursday afternoon, December 22nd, at three o'clock the annual Christmas exercises will be held at the Chicago Kindergarten College, 1200 Michigan Boulevard. The following program will be given:

Professional
College hymn—Choral from Beethoven's Ninth Symphony.
Christmas Carol—French “Noel”.
Reading—Scriptural Christmas.
Pastoral Symphony from the “Messiah”
Story—“Legend of the Christ Child” by Elizabeth Harrison with piano accompaniment by Francis Arnold.
Hymn—“Holy Night”.

Beginning with Thursday, January 5th, Mrs. Jean Carpenter-Arnold will give a series of talks on the Schools of Painting at the Chicago Kindergarten College, 1200 Michigan Boulevard. She will devote considerable time to Italian painting and will also take up the French schools.

Dr. Frank Gunsaulus will lecture before the mother's classes, students, and alumnae of the Chicago Kindergarten College in the College Hall on Friday afternoon, January 6th, at four o'clock. His subject will be “The Value of Kindergarten Training for Mothers”.

Closter, N. J.,—Bertha M. Amerman, a kindergarten of Auburn, N. Y., is now a resident of this city.

Brooklyn, N. Y.—The Brooklyn Free Kindergarten Society. The play given November 5th proved very enjoyable and quite successful.

Buffalo, N. Y.—A class in Kindergarten French was opened at St. Margaret's School on October 17, with Mlle. Marguerite Devin in charge.

Jacksonville, Ill.—Owing to a disastrous fire, in which all the Kindergarten belongings were destroyed, and for the further reason that no proper room for the Kindergarten could be obtained, it was decided to omit the Kindergarten in this city for the coming year, but it will be re-opened in September, 1911, with better equipment and under more favorable conditions than before.

York, Pa.—Misses Sue Frick and Alice Amig resumed their Kindergarten here October 10. The little folks who attend the school were given several days' vacation in order to visit the county fair. A number of new pupils have been enrolled.

Jacksonville, Fla.—The Kindergarten opened here October 3 for the sixth year in a new concrete building on Clara Terrace, facing LaVilla park. Miss Margaret Somerville, the supervisor, will be assisted by the Misses Isabel Livingston, Ruth Hudgins and Edith Livy.

Flushing, L. I.—Alice M. Perkins, a Kindergarten of New York, removed to this place recently.

Birmingham, Ala.—Mary J. Weldon, a kindergarten of Chicago, has recently removed to this city.

Atlanta, Ga.—We illustrate herewith the Fulton Bag and Cotton Mills Settlement Home in this city. The kindergarten and night school in connection with this institution are largely attended. Cooking and housekeeping classes and special Sunday evening vespers.

Windsor, N. H.—Miss Beatrice Shand has opened her private kindergarten with a class of twenty.

Alton, Ill.—Anna M. Kleinhaus, a Chicago kindergarten, has recently removed to this city.

Rural school teachers and teachers of the grades will do well to send for a sample copy of *The Westland Educator* and of *The Rotary*, published by W. G. Crocker, Lisbon, North Dakota. The *Westland Educator* is a practical magazine for every-day work in the schoolroom. The *Rotary*, Uncle Will's magazine, furnishes supplementary reading. If this magazine is mentioned, samples will be sent free by simply addressing "Uncle Will," Lisbon, North Dakota.

It is sad to contemplate the number of men who are willing to go without food and clothing in order that they may contribute to the prosperity of the saloon-keeper.—From October Farm Journal.

Helpful Hints and Suggestions for

Kindergartners, Rural, and Primary Teachers

Good Hints for Rural Teachers and Others

- (1) *Make up your mind that you are going to like your school, your pupils, and their parents.* You will thus fortify yourself against getting homesick, as many rural teachers do, during the first month.
 - (2) Be an example of cleanliness and neatness in dress, and expect the same from your pupils. Dress helps to determine the kind of teacher.
 - (3) Be sure your schoolroom has the appearance of neatness, and the atmosphere of study.
 - (4) Make your daily program and post it in the school room; then follow the program. It will help you to do more and better work in less time.
 - (5) Keep the daily register neatly posted to date and ready for inspection by visitors and school officers. The manner in which the register is kept also indicates the kind of teacher.
 - (6) Make all reports accurately, neatly, and promptly. Know the course of study and follow closely in all subjects. Many teachers have a tendency to slight the work of drawing, in nature study, and agriculture.
 - (7) Conduct the grade examinations based on the course of study fairly, and mark the answer papers conservatively.
 - (8) Correlate the subject matter taught with the actual life of the pupils. Make every subject a live subject.
- James Wingage, of Schenectady, N. Y., in *American Education*.

Spool Knitting

Reins made on spools is an old fashioned product. Brads can be driven into common spools, but spools with larger holes and headless nails can be bought by children for a cent apiece. The children are fascinated with the growing length of the knitting and when once started it goes along nicely.

Start only a few children at a time. Make a slip knot over the first brad and carry the short end of thread down through the center of the spool. Continue making a single loop around each of the remaining three brads and pass the thread over the first loop again. With a long brad for "knitting needle" lift off the first loop. Pass the thread over the next brad, etc., leaving but one loop on a brad. The reins in the illustration are of red and of blue made by the sub-primary and first grades. Bells complete the work. Let the children keep this work in their desks to do when lessons are finished.

Etta Merrick Graves in Primary Education.

An Ideal Lesson

- Must have a definite purpose;
- Must be complete in itself;
- Must be preceded and followed by private work;
- Must be connected with the life of the child, the life of the world, and the world of books;
- Must be related to previous life of the child;
- Must have its principal points clearly emphasized;
- Must get truth, express truth, and apply truth.

—School Education

A Device for Introducing the Names of the Alphabet

When the time to teach children the names of the alphabet has arrived, I use this little game.

The pupils already know the names of the vowels and I have taught the "t" sound in connection with the character of "old cross t," so this leaves twenty names of letters to be learned.

On Friday afternoon I say, "Now, boys and girls, next week we are going to have a house party. Each day we will have some people come to visit us and I hope you will like the dear little people who come."

I prepare nine inch squares of paper with the letters to be learned written on them in large vertical script. I use a rubber pen. In each letter I put tiny faces.

On Monday morning I take four children out of the room with me "to meet the guests." They return with these squares pinned on the fronts of their dresses and saying the sounds they know these letters make.

If the pupils in the room know their names they speak to them and tell the other children who these little guests are. If they do not know them, I introduce them. Then they all have a "really party" by walking around the room and talking to the little people who have come to live with them if they play happily together. Each day I place the four letters learned either above my board or near the top of it.

White letters on green burlap form a pretty border.

All of the little people who come during the week are happy and smiling except c, the one-eyed girl, h, the tired boy, and k, the broken back man. These will be happy as soon as they learn to think of other people instead of themselves.

We drill on these letters with a little song:

"Come, little children, let me see
If you can say your a, b, c,
A b c d e f g h i j k l m n o p
Q r s t u v w x y z.
You know them all, I see."

Elta Merrick Graves in Primary Education.

Some Errors of Life Are

To endeavor to mold all dispositions alike.
To look for perfection in our own actions.
To look for judgment and experience in youth.
To expect uniformity of opinion in this world.
To try to measure the enjoyment of others by our own.
To worry ourselves and others by what can not be remedied
To consider anything impossible that we cannot ourselves perform.

To live as if the moment, the time, the day were so important that it would live forever.

To estimate people by some outside quality, for it is that within which makes the man.

To attempt to set up our own standard of right and wrong, and expect everybody to conform to it.—Selected.

BOOK NOTES

CLASS TEACHING AND MANAGEMENT—By William Estabrook Chancellor, author of "Our Schools; Their Administration and Supervision."—The purpose of this book is to present the principles of class teaching in respect both to instruction and to discipline. This treatment of the theory and practice of class instruction is intended for use in teachers' reading circles and as a text-book in professional schools of education. It is a development of systematic courses of lectures, summer and winter, in the Universities of Chicago and of Wooster, and in George Washington University, and of occasional lectures at various other universities, at several normal schools and at many teachers' institutes. In an experience as superintendent of schools in four different cities," writes the author, "and as a visitor in fifteen hundred schools in more than half the States of the Union, I have learned that while systems of organization and of administration are many and various, presenting opposite extremes and apparently every form of compromise, the business of the class teacher standardized in but two forms, East and West, North and South. This book, therefore, is an exposition of these standard forms of class teaching." Price \$1.00. Harper Brothers, New York.

A "baker's dozen" of contented kiddies, engaged at their games and work, were to be seen this morning on opening day at the kindergarten conducted by Miss Eula M. Faxon and Miss Harriet Cooper in Barristers' Hall. Just 13 appeared this morning for the first day, but there was no hoodoo on this little bunch and every one was smiling and happy. Soon after 9 o'clock all the little jackets and hats were hung up in the coatroom and all the little lunch-baskets were ranged along a convenient ledge, and the sunbeams which peeped into the southern windows were not brighter than the little ones who ranged themselves about the open square.—Brocton, Mass. Enterprise, Oct. 10.

The Lilac Fairy Book.—Edited by Andrew Lang, with six colored plates and numerous illustrations by H. J. Ford. A large beautifully bound volume, 390 pages; contains thirty-three interesting fairy tales with wholesome morals. Six beautifully colored plates, and many full page engravings. Price \$1.60, net. Longmans, Green, & Company, New York.

ST. NICHOLAS IN 1911

All American young folks will want to read H. L. Ogden's story, "How Washington Escaped," the narrative of ten perilous incidents in the career of this great American. The author is well-known as a painter of Colonial and Revolutionary scenes, and the illustrations will be worth while.

A sunny face—wear it. It is your privilege. It has the quality of mercy; it is twice blessed. It blesses its possessor and all who come under its benign influence. It is a daily boon to him who wears it, and a constant, ever-flowing benediction to all his friends. Men and women, youth and children, seek the friendship of the sunny-faced. All doors are opened to those who smile.

—Virginia Journal of Education

A Remarkable Series of Books

The First Photographic History of the Civil War Now Being Issued

Owing to the discovery of 3500 photographs of the Civil War taken by Mathew B. Brady, New York's famous photographer at that time by order of President

Lincoln, this work is rendered possible. Brady gave up his business in New York and assisted by fifteen trained helpers, penetrated every section invaded by the war and secured 3500 clear cut photographs, every one of which was secured at the risk of life or liberty. At the end of the war, with a depleted treasury and



GENERAL GRANT IN COUNCIL OF WAR

General Grant stands, leaning over General Meade's shoulder at the left of the picture. Sitting behind the bench at the tree is Lewis Parker, the full blooded Indian commander. This photograph was taken May 21, 1864. Of this famous Brady collection, Grant said: "I knew when many of these representations were being taken, and I can say that the scenes are not only spirited and correct, but also well chosen. The collection will be valuable to the student and artist of the present generation, but how much more valuable it will be to future generations."



CARRYING THE DEAD AND WOUNDED FROM THE FIELD

without the sense of historic value which age alone can bring, Brady was offered but \$30,000 by the government for the photographs, while the cost had been many times that. As a result Brady was ruined and became wretchedly poor, finally dying in an almshouse of a New York hospital. Fortunately, Brady made an extra set of plates for himself and for 25 years these lay in a tumbledown garret in New York. They were finally secured by Mr. Edward Bailey Eaton of Hartford, a well known American collector. The entire 3500 photographs are now reproduced in ten Memorial Volumes, prepared under the direction of the American historian Francis Trevelyan Miller, and the work of distribution is in the hands of the American Review of Reviews, who announce elsewhere in this issue a plan which will enable our readers to become owners of this most remarkable series of books. We reproduce two of the 3500 illustrations herewith.

The Annual Meeting of the Southern Educational Association of Chattanooga

It is estimated that nearly 1500 delegates and members of the Southern Educational Association attended the annual meeting just closed at Chattanooga and it is freely stated that no better meeting has ever been held by the association.

At the morning meeting, Dec. 27th, addresses of welcome were given by Mayor T. C. Thompson, Supt. D. A. Graves of Chattanooga schools and Dr. John H. Race, president of the University of Chattanooga, who said among other things:

"I agree with the mayor—'education is life'—we must study the problems that confront us and thus lead our people out into a larger and ever enlarging life. My profound conviction is that, after Taft recently elevated a certain jurist to the supreme seat and then gave another southerner the place thus made vacant, I tell you, added to what McKinley did when he made Fitzhugh Lee a general, it seems to me the last vestige of sectionalism is blotted out. We are one nation and our common school system is to be made the mightiest factor possible."

The response of Dr. John W. Abernethy, president of the University of Alabama, was masterly and impressive.

A piano solo by Miss Ethel O'Neil was followed by a very interesting paper by Miss Carrie Hyde, matron of the practice home of Winthrop College, Rock Hill, S. C.

Reports and speeches followed.

As a rule the general sessions were held in the forenoons and evenings, the departmental meetings in the afternoons.

A reception at the Patten was given by the Chamber of Commerce Tuesday evening, followed by the annual address of President Johnson at the auditorium.

The feature of Wednesday morning's general session of the Southern Educational Association was an address by Prof. T. Lindsey Blayney of the Central University of

Kentucky at Danville, on "The Central Element in the College Curriculum." A serious arraignment of the system involved in the management of so many so-called colleges and universities was made by Mr. Blayney. He gave credit to the Carnegie Foundation for bringing order out of chaos. He condemned educational quackery. He declared the American College must go unless the crisis in its career is met by a readjustment of the curriculum and the betterment of its cultural ideas.

Mrs. Neal S. Knowles of the Iowa State College, at Ames, delivered an interesting address on domestic science applied to home and community improvements.

President Johnson presided and Dr. and Mrs. C. A. Garrett sang several songs.

The departments all held meetings during the afternoon when subjects of special interest to each particular department was discussed by specialists here representing their colleges and work.

John C. Campbell of the Russell Sage Foundation, New York City, spoke on "A Study of Mountain Children," with stress upon the conditions in Virginia, Tennessee and Kentucky, which includes an area of 108,000 square miles and to whose mountain children the Sage Foundation has been given for mental and moral development. He said all the children were not worthy; that they were slums in the mountains, just as in cities. He spoke of the early independence of those children and their aptitude to take care of themselves.

"He is an American with American characteristics intensified," said Mr. Campbell. He discussed the best plans of the education of these children, and gave statistics as to increases in population of the mountain sections.

Moral Education in the Public Schools

Synopsis of address by Dr. D. B. Johnson, President of Winthrop College, Rock Hill, S. C., at Chattanooga meeting of Educational Association.

"If the schools should do successfully everything else demanded of them and still fail to produce upright, honest, lawabiding, public-spirited, moral, responsible, dependable citizens, they would fail miserably and could not justify their existence.

"There are those who insist that definite moral and religious training should be left to the home and the church, but the home and the church do not seem to be able to do this work alone. The home is often not dominated by the right ideals and the Sunday Schools do not reach more than half of the children and the youth population. Unless the schools do something definite for moral training, a great many children will not have any moral training.

"Every good school, well taught and with proper incentives and ideals in force, exerts a wholesome influence upon the pupil, but this moral influence of good order does not go far enough, in the opinion of many. Moral education may be given through direction of plays and games; self-government, student control, the school, city, the junior republic, study of

biography, and good reading are all agencies for character building—for ethical training.

"We have a separation of church and state in this country, but that does not mean the exclusion of unsectarian religion and the Bible from the public schools. The great fundamental elements in religion are not sectarian and the Bible does not belong to any particular church. The golden rule belongs both to religion and ethics. Faith, hope and charity in morality and religion alike should be taught."

President Johnson said he was thankful that the Bible was freely and generally used in the public schools and state institutions of the South.

"After all is said and done," he added, "the most important agency in securing moral training in the public schools is the personality of the high-minded, devoted teacher."

"The great need of religion and the Bible in the public schools has led to any effort on the part of some leaders in Protestant and Catholic churches to agree upon certain universal elements of religion without sectarianism for use in them. The Golden Rule belongs to both religion and ethics. Faith, hope and charity, in morality and religion alike, should be taught."

The Women's Department

Mrs. L. Crozier French, president of the Tennessee Federation of Women's Clubs, and a department president of the association, president of the association, presided over the meeting Tuesday afternoon which was one of much interest.

"Necessary Reforms in Primary Teaching" was the subject of Mrs. French's address. Mrs. French advocated providing, for the early grades of the public schools, teachers who were as capable to teach the higher studies as the primary classes, and who, by endowment of mind, are able to develop the best in a child's nature. The speaker took up some of the so-called evils of the modern method of teaching, laying especial stress upon phonics—spelling by sound. The speaker declared that "a variety of ways in teaching" was better than a variety of subjects. "Teach fewer text books," she said, "but treat each subject in as many different ways as possible, thus developing the child's reasoning powers." Of great importance, she said, was reading, which cultivated observation, imagination, reasoning power, articulation and enunciation. Mrs. French is a powerful speaker, explaining in voice and gesture the various subjects she handles with care and much thought. Her address was very instructive and helpful to the teachers present.

The meeting closed with a paper by Miss Harriet Pope, of Mississippi. "Are Grade Grinds Needed in Primary Schools?" was the subject of the paper, which was presented for discussion. Miss Pope's article was a plea for the cultivation of the imagination, the developing of fancy and creative power. "Let the child see all that is good and beautiful in nature," she said. "Clothe the most commonplace object in fanciful garb

and its lesson is readily learned." Miss Pope spoke only a few moments, but her paper was very interesting.

The Exhibits

The practical exhibits at the city High school building proved very interesting and instructive, many kindergarten associations of the south were represented.

At the Wednesday evening meeting Dr. W. Stiles, scientific secretary of the Rockefeller Sanitary Commission, Washington, D. C., delivered an illustrated lecture, showing the deadly tendency of the average rural closet and other unsanitary conditions. He was followed by Dr. Seaman A. Knapp, in charge of the farmer's co-operative demonstration work of the N. S. Department of Agriculture.

Other speakers were President E. C. Branson, of the State Normal school, at Athens, Ga., whose subject was "Menaces to Rural Education;" and H. L. Russell, dean of the college of agriculture, University of Wisconsin, at Madison, who spoke on "The Value of Demonstration Methods in the Agricultural Education of the Rural Population." The latter lecture was also illustrated with stereopticon views.

Senator Robert C. Owen, of Oklahoma, was on the program but was not able to attend.

A thoroughly enjoyable solo and encore were given by Richard Park, baritone, and a piano solo of merit was played by August Schmidt.

The Thursday morning session opened with an address by President J. R. Kesh, of the Missouri State Normal School on the subject of "The Outlook for Normal Education in the Country, and particularly in the South."

"Medical Inspection" was the theme of Dr. Woods Hutchinson. His address was instructive and highly entertaining.

Prof. W. K. Tate, Superintendent of Rural Schools of South Carolina, made a fine address on "State Supervision of Rural Schools." His address breathed an air of thorough optimism, and he described a bright outlook for the country schools.

The feature of the morning session was the address of G. F. Milton, editor of the Chattanooga News, on the subject of compulsory education. Mr. Milton was one of the few citizens outside of those engaged directly in educational work, either in schools or in colleges, who was placed upon the program. He took the position in his address that the question was not so much of securing the schools, as he desired to deal with the conditions, but that of placing the children in the schools, believing that once the children were placed in the schools that better schools and educational systems would surely come. He urged legislation on the subject; pointed to the success that has been thus far attained, the great possibilities in store, and dealt with the conditions as to how the best results could be received.

Officers were elected as follows: President, M. A. Cassidy of Kentucky; First Vice-President, H. L. Whitfield of Mississippi; Second Vice-President, M. L. Brittan of Georgia; Treasurer, E. P. Burns of Georgia.

The selection of the place of meeting and the election of Secretary were referred to the Board of Directors.

Story Hour in the Public Libraries

Story telling as an art is being developed by the children's department of the forty public libraries of New York city. Story tellers are provided for the "story hours" in each library and are under the personal direction of Miss Annie C. Moore.

The story teller, however, is not the mere elocutionist or the actress or the professional reader. She is in her own class and she must have had experience in library work to be of value in this new idea.

"There is erroneous impression," says Miss Moore, "that anybody can tell a child's story. Few realize that it is an art to be studied and mastered as any other art. No one, however skilled as a public reader or entertainer, can be of service in the children's library who has not had practical training and experience in library work. That is the essential background, for the main object of the story hour is not to entertain or to instruct but to lead the children to good literature by calling their attention to books they might otherwise never hear of or come in contact with.

"In helping a child to select a book, in going with it from shelf to shelf, a librarian unconsciously finds herself telling a story to quicken the child's interest, to draw it out and discover its natural taste or bent.

"Story telling is a gift, in which comparatively few librarians are rich. In several of the children's departments where members of the regular library staff have some skill in story telling they utilize it to the children's advantage, but the majority are without it, and it is to reach libraries where it is wanting that two professionally trained story tellers have been employed. They are attached to staffs of the children's department, but, like soldiers in a standing army, they go wherever they are sent, for as yet there is no separate fund to compensate their services as exclusive story tellers."

The travelling story tellers—Miss Douglas and Miss Tyler—are graduates of the library school of Pratt Institute. Aside from Pratt, Miss Douglas has had a year's experience in the children's department of the Carnegie Library in Pittsburg, where the movement originated, and story

telling has been brought to an art if not reduced to a science. Brown eyed, rosy tinted, auburn haired, Miss Douglas is the laughing, merry type of girl to win and hold the heart of a child regardless of any story telling gift, while Miss Tyler before taking up library work was a professional actress. She is a niece of the late Dr. Moses Coit Tyler, of Cornell University, and to the culture and the poise of inheritance brings knowledge of the world.

"Few realize," said Miss Tyler, in speaking of the Norse heroes, with which she is at present making an itinerary, "the immense amount of reading and work back of story telling. The story teller must be full of her subject in order to tell it simply and effectively. Children are keen critics; they detect in a minute a story teller's weakness. No, I do not simplify the Norse legends very much, and I retain the almost unpronounceable names, so that the children will recognize them when they meet them later in the printed page. But uppermost in the teller's mind must be the object of the whole, which is to guide the child to good literature.

"Do I tell the children what to read? Never! I think it is better to let them find out for themselves what pleases them. I know that was my privilege and pleasure when I was a child. But at the end of a story hour it is amusing to see them scamper home for a book they have and return it for one to which the story told has called their attention.

"They will listen to any story," she maintains, "if it is well told. I have had as much success with Poe as with Hans Andersen. It depends on how a story is told—the background of knowledge from which the story teller draws and presents it."

Children are admitted to the story hour by ticket. The number given out varies, the limit being fifty. The programme is advertised on the bulletin boards of a branch library a week in advance. Children, librarians find, are on the whole, reasonable. When told tickets are exhausted there is not space to accommodate more and they will have to wait for another time, they accept the situation without protest. Some of the larger branches have two story hours a week; smaller branches once a week or every other week. The hour is not confined to afternoon, Satur-

day morning being popular in some localities. Most of the children's libraries are open until eight or nine o'clock in the evening, and where children are largely breadwinners the evening hour is preferable.

In the Yorkville Branch, in East Seventy-ninth street, where story telling was first tried, the purpose was to subdue the obstreperous boys of the neighborhood bent on turning the library into bedlam and making the librarian's life a reign of terror. Miss Overton, the librarian, is a woman of resource. Discovering in one of her assistants—Miss Lawler—a natural gift for story telling, Miss Overton set a night apart and distributed admission tickets among the most troublesome boys.

"It was a rainy night," said Miss Lawler, recalling the event, "and only twenty-eight boys came. I confess I was afraid to face them. There was no room, no quiet in the department, and we took them to a corner on the reference floor.

"Boys, you will have to sit on the floor," I said; 'there are no chairs.' They refused and stood with their eyes fixed upon me; they were eaten up with curiosity and spoiling for a scrap. I gave each boy a square of blotting paper and told him to sit upon it. Then I told three stories—'Jonny Cake,' 'Why the Sea is Salt,' and another story. Not a boy left until the end. The next time they not only came back, but brought others with them, and ever since the 'first nighters' have felt a proprietary interest in the work."

Out of this beginning grew two story hours---one for boys, the other for girls. To the boys were given heroes, Alexander the Great, etc., while the girls had heroines, Queen Elizabeth, Mary, Queen of Scots, and the like, until they began swapping stories between them and the boys asked if they might come "girl night."

The upshot was consolidation—one story hour for both boys and girls. From this has sprung boy and girl clubs, until now this branch is practically doing settlement work, for the staff visit the children and their homes, and in many instances are in personal touch with the parents.

WANTED—A copy of the Kindergarten-Primary Magazine for October, 1904. Address, Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Position as kindergartner. Graduate of a good training school. Address, W. 278 River Street, Manistee, Mich.

FOR SALE—A second-hand 6-foot kindergarten table. Price \$2.50. J. H. Shults, Manistee, Mich.

WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1889; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Kinder-garten-Primary Magazine for January and October, 1894, and October, 1897. Address G. Dunn, & Company, 403 St. Peter Street, St. Paul, Minn.

WANTED—One copy each of Kindergarten-Primary Magazine, as follows: June and September, 1894; January, April and May, 1895; October, November and December, 1893; February, 1899; September to December, 1905; January to February, 1906. Address, The University of Chicago Press, Library Department, Chicago, Ill.

WANTED—Back numbers of Kindergarten-Primary Magazine for September, 1909, and February 1910. J. H. Shults, Manistee, Mich.

WANTED—Position as teacher of Domestic Science and Domestic Art by graduate of Milwaukee. Address, E. J. B., Johnston, Hall, Milwaukee-Downer College, Milwaukee, Wis.

Hand Bells



No. 029



402B to 410B

Call Bells



No. 715

No. 715. Nickel plated, bronze base, diameter of base, 2½ ins. 15c.



No. 760

No. 760. Nickel plated, bronze base, diameter of base, 2½ ins. 35c.



Electric Strike Bell,

Nickel-plated, bronze base, \$1.00

PITCH PIPES.



Congdon's.

Congdon's, 10 keys

Common, 1 key, "C"

" 2 keys, "C" and "G"



Common.

Price, each, \$0.50

" per doz., 1.80

" " 3.00

HORSESHOE MAGNETS.



Each 1 dozen in package. We do not break packages.

No.	Each	Per doz.
1 2½ inch.....	\$0.05	\$0.40
2 306	.48
3 3½07	.58
4 408	.75
5 4¾09	.95



The Barbour Tablet Ink FOR SCHOOL USE

The Barbour Tablet ink is now being used in the public schools of many of our largest cities, and it has always given satisfaction.

Order from J. H. Shults, Manistee, Mich.

The Kindergarten-Primary Magazine

VOL. XXIII—FEBRUARY, 1911—NO. 6

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

SPECIAL OFFER—Only \$1.00 to Jan. 1912, or \$2.25 to Jan. 1914, to all who subscribe before October 31st, 1910

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

HOW TO DISARM CRITICISM ON THE PART OF A SUPERVISING OFFICER.

JENNY B. MERRILL, PD. D.

ARTICLE II.

In my first article, I suggested the value of cleanliness, neatness, orderliness and courtesy as weapons to disarm criticism.

In this article I wish to speak of dignity on the part of the teacher or kindergartner under supervision.

True dignity demands a sense of the importance of the work in hand. Teaching is not less important than the work of supervision but rather more important.

The last position that can be dispensed with in the school is that of the individual teacher.

It is indeed an honor to supervise which should only be accorded to tried teachers, but the teacher and supervisor are fellow-workers, not beings of different spheres.

"Honor to whom honor is due," but no servility in the school room. However, the deference due to age and experience always add to true dignity in any calling.

Dignity is indicated outwardly by a good carriage of the body, self-poise, absence of self-consciousness and nervousness.

"Power through repose" is an important suggestive phrase introduced by Miss Annie Payson Call some years ago. Careful attention to the outlined carriage of the body and to correct forms of speech are indicative of dignity of thought. If they are superficial merely, it will soon appear to an intelligent supervisor or principal.

The forms of polite society are worth study, but they must not be overdone in the school-room, neither should they be neglected.

It is the golden mean of Aristotle which we forever seek.

As I write, the postman has called and left a card bearing an advertisement as follows:

In the 43rd year of Meiji, Tokyo, Japan.

May we inform your honorable self that there has been a shipment of the Honorable Fujiyama Hand-Embroidered partly made Dress Robes to the esteemed House of who are parting with them regretfully for, etc.

This advertisement suggests an assumed dignity and courtesy which is amusing to an American and yet the youngest of our great nations has a lesson in dignity of expression which we may not wholly spurn, even while we keep our democratic heart.

In speaking of dignity of carriage, I am reminded of the "setting up drill" recently introduced by our fellow helpers in the department of physical training.

This drill is given daily several times during a session and is a change, a rest and a reminder of the importance of bodily attitude. I speak of it here, lest the kindergartner unwisely exclude herself and her little folk from its advantages.

I believe this frequent and definite concentration of attention upon correct posture will not only prove of physical but of both mental and moral benefit.

It is to be hoped that the teacher or kindergartner will not exclude herself from the drill. Let her assume the prescribed posture entering into the exercise heartily with the children and the rest of the school. This exercise participated in by the entire school aid in securing the unity which kindergartners seek in common with all good educators.

Is the playful spirit opposed to true dignity?

Not at all. There may be real dignity and real play at the same time.

It is hard to describe but easy to discern when the kindergartner maintains her dignity while entering heartily into the plays of childhood.

Miss Poulsson in "Father Play," shows the fun and frolic in the home when father comes, but the note of dignity sounds through all the happy plays.

Therefore in taking dignity as the central thought of this article, let me assure the young kindergartner that the dignity which disarms criticism of the kindergartner by the supervisor will be felt if it really exists when she is entering most heartily into the play, as well as in the work periods of the day.

There is a dignity in dress which is due the school-room. It is seldom violated but occasionally frivolity or even carelessness is presented to the supervisor who dreads more than can be told to be compelled to criticize such a personal matter. But "The apparel oft proclaims the man." True dignity proclaims itself in the tone of voice. Then the kindergartner seldom fails. The sweet, pure, clear, quiet and steady voice charms indeed and "covers a multitude of sins" be the critic ever so critical.

How Shall We Best Conserve Our Nation's Moral Forces?

ELIZABETH HARRISON

History will probably record as one of the most far-reaching movements of the Roosevelt administration the call of the Governors of the States to meet in conference concerning ways and means for conserving the natural resources of America. The waterways, the forests, the hidden treasures of mines, and all of the God-given riches and sources of wealth and power suddenly assumed new significance. They revealed themselves as trusts committed to us, for our natural use, to be sure, but to be passed on to future generations.

We are beginning to learn how much of the future welfare of our nation depends on our right comprehension of our responsibilities concerning these sources of material prosperity. We are learning that the devastation of our forests means not only loss of forest incomes, but the impoverishment of all the land which is on the same water-shed, the deterioration of climate and of health. We are beginning to realize that the great waterways

are the arteries of the commercial world. We are learning that coal mines are not the property of a few millionaires, but are God-gifts to mankind, and are to be administered as such. At least this seems to be the consensus of the more thoughtful portion of our nation.

If deep and earnest conference is needed as to the conserving of our material resources, how much more important is it that we should call together the educators, the sociologists, the doctors, the religious leaders and, last but not least, the thoughtful parents in order that we may consult concerning the protecting and conserving of our human resources! If forests and waterways and coal mines are "trusts" to be rightly administered that future generations of citizens may have prosperity and wealth, how much more important is it that the children of to-day should be studied, protected, developed and their sources of intellectual wealth and spiritual power be conserved and not wasted! We may preserve the remnant of forest lands left to us by the greed of the get-rich-quick man, and may wisely plant new forests, but unless we can preserve a well and wholesome posterity and lay check to the deterioration of morals that is going on, of what avail are forest lands to us? We may clean out our waterways and make new ones that shall band together the commercial activities of our nation, but unless we can band together in sympathetic co-operation individuals who have different inherited tastes and prejudices, and can cause to cease the warring of classes, of what avail are continuous waterways? We may preserve our national wealth of coal and iron and extend national ownership to gold mines, but unless we can preserve and develop the inner resources of the children of our land, our future citizens, of what avail the silver and gold? It is as sounding brass and tinkling cymbals! Of what use to mankind is a land that is rich in bank stocks and poor in brain power? Or one that has cheap transportation and cheap thoughts? Shall we boast of a country that can supply the world with coal and gold but cannot add to its art, its literature or its religious ideals? What can the **World Spirit** (which uses first one nation and then another to give forth its message) do with such a nation but dash it to pieces as it has dashed to pieces Sodom and Gomorrah, or hush its boasting as was hushed the boasting of Nineveh and Tyre! Of what avail was their wealth? Their very names have become a byword and a mocking.

The theme is so great that it is hard to find words in which to express it. Not the future of America alone, but the future of the world, depends largely upon whether or not we can make a success of this gigantic experiment of a free people, in a free land, freely governing themselves.

Abraham Lincoln was right when, in his first presidential journey to our nation's capital, he said, "There is something more than national independence in this struggle. That something holds out a **great promise to all the people in the world for all time to come.**" So, too, now I would say this child-saving problem is greater than a national problem. The world is looking to us educationally. Only recently I received in my office in Chicago a representative of the great Empress of China, who had been sent to America by her Majesty to examine into the educational methods of this country and bring back such methods as would be helpful to China. Not very long before we entertained members of the Mosley Commission, who had come from England to America to examine our educational system, and I presume I am no exception in this matter of international educational contact.

Soon after the calling of the council of the Governors, Mr. Roosevelt issued another call for a conference concerning the welfare of "dependent children." The result of this conference was significant in the extreme, inasmuch as it laid stress not upon the rescuing of the children from injurious surroundings, but upon the education of irresponsible parents, thus showing that they had gone a step beyond present child-misery to the cause of that misery. But let us here in conference look at this all-important subject from a still broader basis. Are not **all** children dependent? Do not **all** parents need education as to the supreme significance of their work?

The material wealth that is derived from natural resources, it is claimed, is God-given. Is not the **spiritual** wealth of a nation also God-given? Whence comes that power in the mind of man to conceive of ideals that have never yet been; of things never yet made; of conditions never yet attained unto? Ideals are the dreams of something higher and better than man has ever accomplished. Whence come these visions of the great "yet-to-be?" If we claim that the coal beds which have slowly been deposited through uncounted ages, the gold and silver that have been formed by an alchemy far beyond the ken of man

are gifts from God, surely we may also claim that the human spirit, with its immense power of emotion, which can make any sacrifice a joy and can lift a life out of any external condition unto the exact opposite of inner condition, is from God! Whence comes the Titanic will of man which surmounts all difficulties, transforms all obstacles, transfigures mere animal existence into civilization; and how are we to account for the work which human intelligence has accomplished if not by attributing it to a supreme source? The nation which has ideals is great, rich, powerful. The nation which has lost its ideals is poor, weak and contemptible.

We are awakening to the realization that the God-given wealth of forest, mine and stream must be studied and protected, that it may not be exhausted. Are we awakening with equal earnestness to our still greater duty of protecting and developing the spiritual wealth that comes with each generation of little children who helplessly look to us for guidance and protection?

The best, clearest-headed men of our nation are rousing themselves to the task of conserving our material wealth. Are the best women of our land striving with equal earnestness to preserve our spiritual wealth? Let us counsel together and see if we are doing our part of the work of upbuilding the great new thought of the newest, grandest nation on earth.

What are the moral resources of a nation? Is not the greatest of these **character**? Say what we will, deep down in the heart of each and every one of us we **know** that material prosperity is **not** the highest form of success; we **know** that worldly pleasures do not produce happiness; we **know** that poverty does not always mean misery; we **know** that the human soul craves the approval of its own conscience more than it craves the applause of men. I do not need to cite instances to prove this statement. Do we women realize that our supreme duty in life is to foster and protect **this spiritual** wealth? Do we realize that all which is to **innate** value in a nation, or an individual, is that which comes from **within**? No heaping of wealth, no piling on of culture, no development of physical powers is of any lasting value unless the heart within is right. How many more penitentiaries must we fill; how many more divorce courts must we crowd before we realize that neither education (so-called) nor social position gives to man or woman that inner power which makes life rich indeed and

which adds some value to every other life with which that life comes in contact?

Even from the standpoint of mere financial needs, what is the whole business world seeking? Men and women of sterling character, of inner poise, of creative resources. As a mere business asset it behooves us to develop the inner life and strength of children. Reputation for reliability of character sells high in the markets of the world. When we come to the deeper, less tangible demands of our nation we find that character is absolutely indispensable in any great educational, philanthropic, or religious undertaking.

Let us, then, turn our attention to the consideration of how best to develop character, as the richest resource of our nation. No external coercion, no argument, no entreaty can develop character; all assimilation, all effort, all growth must come from within the child. We are only beginning to realize the undreamed-of possibilities that lie in each child's soul. Psychology, the science of the soul, is as yet in its infancy. It is this inner life of children that is of so much worth and that is so little understood. Not until the mothers realize that the feeding and bathing and dressing of their infants are but a small fraction of their work will we begin to comprehend the greatness of our task as the moral and spiritual conservatives of our nation.

First of all, we mothers and teachers must realize that it is only by means of an ideal of some sort that we can awaken any human soul. Froebel, the founder of the kindergarten, would have the mother realize that with the first spontaneous kicking of her baby's limbs, the first tossing of his arms, he is trying to outer or utter his inner self, albeit though he is as yet unconscious of that inner self, and that with these earlier manifestations of power her work of nurturing this precious inner life of her child begins. Every effort of a child to put forth his inner life ought to be understood as of immense value if he is to unfold and develop the power within to do and to be all that he is capable of doing and being. I do not mean by this that a mother's entire time should be given to watching her child, but that she should understand and value childish efforts.

The care of her child's body is important, but even more important from this standpoint of the spiritual development of character is her participation in his **play period**. She should be ready to respond to his coo or his smile.

The coo is the beginning of his effort to communicate with another soul, and the smile is the dawn of the social consciousness. Later on, when little hands reach out to disarrange her orderly table, or to destroy her bric-a-brac, again she should understand that these are but the manifestations of an awakened power within the child which is reaching out to master the outside world. These are the child's inarticulate calls for help and guidance in its learning, the use of its chief instruments—its voice and body. Still later, when the little one begins to trot around after the busy housewife and tries to brush and dust and scrub as he sees her doing, let her remember that it is this precious inner life of her child reaching out and trying to understand what she is doing by imitating her and so to get in touch with her inner life. This imitative instinct in children is such a wonderful thing, if we only understand it aright. The wise mother will spend a moment or two in arranging some bit of work which the child can do, or with a word or two will let him feel that he is helping her, and thus will bring her child nearer to her than any amount of kissing or caressing. She has responded to his inner self and thereby drawn him nearer to her by that invisible bond of sympathetic understanding of an unconscious appeal. The so-called destructiveness of many a child is but this inner desire to master the outside world, crying for help and guidance. Still later, when the child's almost ceaseless questions begin to fret and tax her tired nerves, let her but think "It is my **child's real self** trying to stretch and grow" and half her fatigue will vanish. I have often noticed that children who are answered sensibly rarely ask senseless questions. Do you say, "But this takes too much time?"

Does it take any more time to thus make a comrade and friend of your child than to scold and punish him? Because, forsooth, after his inner being has reached forth for help and has been refused by you, it turns to some other activity by which it can exercise its God-given power! It is as natural and as necessary for a child to keep testing his powers as it is for a tree to put forth its leaves.

How can we best help to develop and train toward usefulness this inborn, God-given power that is forever struggling to put itself forth, to express itself in the outside world? In other words, how can we help a child's inner life to grow? This is the most subtle, the most delicate, the most vital of all problems that

the lover of childhood has to solve. "Unless a man hath a will within him, you can tie him to nothing," says Emerson. We may coerce a child into doing as we command, but that is not growth. Punishment is often necessary, but it is not of any real worth unless it is remedial, and for it to be a remedy it must be accepted and assimilated by the child's inner self. A vast saving of the inestimable spiritual riches of love and peace and tender, close companionship lies in the understanding of how to punish a child in the right way for any real wrong-doing; that is, the child must feel the justice of the punishment.

The question of questions is, "How are we to come in touch with these hidden inner powers of the children committed to our care?" No man can force himself into another man's soul. The worst possible injury that can be done to a child is to attempt to force confidence. It brings forth lying, deceit, and oftentimes that deadly poison, hatred. How, then, can we win our way into a child's heart? Surely not by yielding to his caprice or being blind to his wrong-doing. This is almost as injurious as unjust harshness.

Let us turn and examine our own souls. Who are the people who win our confidence? To whom do we tell our inmost longings and aspirations? Is it not to the person that we think best understands us, who never ridicules any real effort on our part, but who rather encourages it, who criticises us, if criticism is necessary, in so kindly and helpful a way as to encourage us rather than discourage us? In other words, is it not the person who believes not blindly but intelligently in our possibilities? Can we not try to be that person to the children around us? It is this close sympathetic companionship with their shy inner life that counts for more than everything else. We talk of advantages that this or that child has; the greatest advantage that any child can have is an intelligently sympathetic mother-heart near him.

We are apt to speak of such a childhood as that of Abraham Lincoln as poverty-stricken and forlorn. Lincoln had the greatest advantage that a child can have—his poor, obscure, ignorant step-mother gave to his childish efforts loving, sympathetic interest. Without the nurturing mothering of Nancy Hanks it is safe to say there would never have been the Abraham Lincoln that we all revere. We may talk of the God-sent messenger who will grow into his mission, notwithstanding the most

adverse circumstances, just as there are seeds that will burst into life on stony ground or on parched soil. Burbank's cactus, as contrasted with the cactus of the desert, will tell us what that seed might have become had it had the right kind of nurture. Comfortable surroundings, clean bodies, advantages of education, travel, contact with people of culture may count for much or they may count for nothing in real growth of the inner self. We all know this. Sometimes the most advantageous circumstances bring forth the worst failures in character, but the **one thing that never fails is loving sympathy and nurture of a child's effort to put forth that which is within him.** Thank God! this every mother, rich or poor, has it in her power to give to her children!

Let us, then, sympathize with a child's tasks, enter into his trials, rejoice in his triumphs. But the greatest of all opportunities to get close to a child's real life is when he is in his creative mood. These are his highest moments, and if the mother can join in his creative efforts she need have no fear of being shut out in his lesser hours. With small children the creative impulse manifests itself most generally in play. The child in play is putting forth his inner understanding of the world about him. The door of the inner sanctuary of his real self is partially open then as at no other time.

As a child grows older, playing at life does not satisfy him. Discovery, investigation, technique, skill begin to be sought as means of growth. The boy begins to whittle on a top or to build a kite; the girl begins to make doll clothes or she begs to be allowed to try to cook something. The result may be what is generally known as "a muss" or "a littering up the room," but the real significance of the effort has been an attempt on the part of your boy or girl to enter into the work of the world, to become of some real value in life, to put forth some of his or her inner self. Are such moments of less importance than the conning of text books, or of the reciting of lessons which some one else had put forth? Grafting a young tree may be a beneficial thing to do, but the grafting cannot be a success unless the sap within flows freely. Whether it be leather work or letter-writing, crocheting or composing that the young soul is endeavoring to use as a means of self-expression, it matters not; the point is, that it shall be helped in its creative effort, not by dictating this or that improvement, but by wise and genuine inter-

est in the effort, then a suggestion here or there as to a possible betterment of the work in hand will be received as the thirsty land receives the rain. Let us remember always that at this period it is not the result that is important, but the effort, the feeling within the child that he is able to do things.

Louis Agassiz ascribes his wonderful success in creating the great Peabody Natural History Museum at Harvard College to the impetus he received when, as a nine-year-old boy, his mother helped him to clean out an old stone chicken trough in the back yard, in order that he might use it for an aquarium, in which, in his boyish confidence in himself, he declared he was going to collect every kind of fish that was to be found in the Swiss lakes. A famous writer of children's stories declares that it was her family's loving interest in her childish stories that made her persevere in writing. I do not mean that we should engender conceit by undue praise, but that we should value effort at its real spiritual worth—namely, that all real effort at self-expression is inner growth.

The older youth or maiden begins not merely to enter into the world's work, but to long to be a part of its ideal activity. He or she begins to write stories or, perchance, to try to live poems or romances, to dream dreams of greatness and fame. Again, this is the mother's opportunity to keep in touch with her child's inner life. All the spiritual longing and aspirations of the young life are put forth at that marvelous time of adolescence as surely as the physical body adjusts itself for its future office.

I will never forget one of the turning points in my own life that came to me as a romantic girl of fourteen. After having read of some fine thing a public man of that day had done, I exclaimed, "Oh, dear! If I were only a **man** I might do something worth while!" My blessed mother, who sat by quietly sewing, looked up and said, "My dear, have you already accomplished all that a **woman** can do that you desire a larger sphere?" Her gentle words set me to thinking of what a woman **might** do if she set herself to work, and ever since then I have been striving to be all a woman can be, to do all a woman can do, and it has been so much larger a field than I can possibly fill that discontent with my sex has never again risen.

I had a young man once tell me that he was changed by a single remark made by a teacher

when as a youth of fifteen he was boasting of his physical strength; she smilingly witnessed some feats of agility and muscular power, and then she said, "That's fine! Now are you going to be a St. Christopher or a Goliath?"

I speak of these seemingly trifling incidents (and I could give many more) simply that I may show it is when the young soul is uttering itself that the most precious opportunities come for giving of higher ideals. This is the greatest real help we can give to any one—to enlarge his ideals. And yet—how many mothers do we see blindly missing these golden opportunities! They send their children to the nursery or they turn them over to an ignorant nurse-maid, because the mother wants to embroider the baby's carriage blanket, or to add another ruffle to some undergarment, or, perchance, to play bridge whist, and she loses her best possible means of studying her child and her supreme opportunity of becoming his comrade. How many homes have a work-room where parents and children can work together? How many boys have to improvise their own work-shop in the wood-shed, or in some neighboring boy's barn?

I know a man who has the most exquisite taste in music, and the keenest appreciation of it, who tells the pitiful story of buying an old violin on the sly and keeping it hid in the wood-pile and of practicing on it only when his father was away from home. He never became a musician. Another man, whose talents lay in the direction of mechanics, once told me of his ambition as a boy to construct an engine. His father put a stop to it as a piece of foolishness. Six or eight months afterwards the father dropped dead on the street, and while the preparations were being made for his funeral the boy went to the barn and eagerly began once more to work on his beloved engine. He said he could recall no feeling but that of "now I am free to make my engine!" What possible influence could that father have had over that son?

Even more do young lives need close sympathetic companionship when the attraction of the opposite sex begins to demand "primping up." I was once complimenting a boy on a new suit of clothes which he had just donned. He had been laughing good-naturedly over them, when suddenly he turned to me and said, "I tell you, clothes make a lot of difference as to whether you feel like a fellow or a gentleman."

We older ones know that "worth makes the man and want of it the fellow," but just at that time no sermonizing on my part would have helped that boy. He longed for and needed the external expression of a gentleman, having been somewhat deprived of good clothes in his earlier life, and I was glad that I was near enough to him for him not to fear to express his longing to me, and that I had sense enough to understand that it was not mere dudish vanity which made him say what he did. I know some other boys who wished their mother had been with them in their camping out expedition in the Rocky Mountains, because, as they expressed it, "she would have made things hum."

To sum up this very inadequate statement of an all-important subject, let us see to it that the priceless efforts of childhood, priceless because they mean the development of inner power, are never ridiculed nor discouraged, nor set aside as worthless, but, rather, that they shall be encouraged. And if the effort fails, let us strive to renew the courage. Never let a child rest in the feeling that any failure is ultimate. We can always say, "Well, we learned that time how not to do it. Let's try another way." **God never meant that any human life should be a failure.** And could we carry true mother-love to all humanity no life need be a failure. **Great is the work before us!**

GIVE YOUR CHILD A CHANCE TO BE SUCCESSFUL.

Dr. Baker's Advice to Mothers.

Have your children live according to a regular routine. Put them to bed never later than 9 o'clock in the evening.

Don't let them bolt their food.

Have the bedroom window open at night.

Don't give them coffee to drink.

Don't let them buy hoky-poky ice cream or eclairs or candy for their luncheon.

Give them cereals and milk and bread for breakfast and an egg if you can.

If the question were put to the mothers of Greater New York: "Do you want your child to have the best possible chance for a successful and happy life?" a great chorus of "Yes, oh, yes, I desire the best that life can give for my child, my dear one," would go up from every mother who might hear the question.

The same response, earnest and unequivocal, would go up from mothers of high and low degree and of every nationality.

And if then the question should be propounded, "What is the most fundamental fact that can give success to your child?" it is probably that the mothers would all say, after a little thinking, "A good, healthy body."

While all mothers recognize this fact and want their children to be strong and sound, those who have many cares and little leisure are sometimes too weary to insist that their children should do some of the seemingly simple things which mean so much to a child's health. Some mothers of more leisure forget about these things, others do not know about them.

At the request of *The Globe*, Dr. Josephine Baker, who is head of the division of child hygiene of the New York Department of Health, has summed up what she considers the most vital things a mother should do for her child to keep it in health.

Dr. Baker speaks from an experience such as no other woman in this city—possibly no other woman in the world—possesses. She is studying daily the question of child hygiene, and she has as a living laboratory all the thousands of children who are in New York public schools.

"The things that a mother should supervise with the most unrelenting care," said Dr. Baker, "are her child's food and sleep. First of all, every mother, whether she lives in a crowded apartment or in a suburb, can give her child a ventilated room in which to sleep.

"It has been found that by far the greater number of children who come to school without having eaten breakfast do so not because there was no breakfast provided at home, but because for some reason or other they did not choose to eat what was provided.

"If the child has slept in a room with little or no ventilation, he gets up in the morning feeling tired and has no appetite. Mother can't get him to taste breakfast, coax as she may. Try opening the bedroom windows at night, in cold weather as well as in summer, and see if your boy or girl doesn't get up mornings with a healthy appetite.

"But there is another reason why children do not eat breakfast. Too frequently they are allowed to stay up late at night. Then they oversleep in the morning and when they do get up are in such a hurry to be off to school that they won't stop to eat anything.

"This question of the child's breakfast is a most serious one. Do not give the child cof-

fee. Milk, cereal, bread, these constitute a suitable and a good breakfast for a child. Even if a family is poor and cannot afford eggs and meat, most of them can get the cereal and milk. If the child is called on time so that he can eat this without haste, he starts the day right.

"Many mothers give their children a few cents to buy luncheon with, and do not realize that this too often goes for hoky-poky, ice cream, or eclairs, or other equally unsuitable things.

"If you are going to have your child buy a luncheon at the noon intermission, instruct him to buy a sandwich, some milk, or some fruit. I am in favor of having a hot soup or hot drink for a child's luncheon, but where this is not possible insist that your child has something that is wholesome.

"School children should be in bed never later than 9 o'clock. It is the mother's fault if they are not. We have found that the children in schools who are anemic or poorly nourished get into this condition from home causes.

"Another thing that mothers should insist on is, that their children live according to a regular routine, with meals at regular intervals, a bed time, and a 'getting-up' hour at the same time each day. If the mothers all over the city would pay attention to these things, which seem so simple, they would be doing more not only for the comfort and happiness and the future success of their children, but for the good of the city than they have any idea of."

WOMEN WAR ON ECONOMICS.

Twentieth Century Club Indorses Work of the League of American Pen Women.

The Twentieth Century Club, of which Mrs. John E. Wilkie, wife of the chief of the secret service, is president, and whose membership of 300 is made up of well-known women of Washington, at its last meeting unanimously indorsed the action of the League of American Pen Women, in calling for the improvement and suppression of comic supplements.

The league's resolutions, which have been put in circular form, and are being widely circulated, are as follows:

Whereas we, the League of American Pen Women, being interested in the welfare of the children of our country, and believing that there is no class in the community whose moral and intellectual life ought to be more carefully

guarded than that of the children, upon whose training depends the quality of our future citizenship; and

Whereas we recognize the pernicious influence of the prevailing comic supplement in the Sunday editions of city newspapers upon children who read it; and,

Whereas we believe from observation, experience, and report from parents and teachers that the so-called comic supplement is a menace to the culture and morals of children, begetting in them an admiration for deceit and cunning, misrepresentation and vulgarity, disrespect for the aged and infirm, a lack of reverence for sacred things and of sympathy for the unfortunate, encouraging bad manners, disregard of authority, incorrect language, low ideals of literature, distorted notions of art, the perpetration of practical jokes, unpatriotic sentiments, and general demoralization of character; and,

Whereas we believe that it is inconsistent to expend years upon years and millions upon millions for the education and culture of children, and then regard with indifference the expenditure of hundreds of thousands of dollars in placing before impressionable young minds each Sunday such literature as the average comic supplement affords; and,

Whereas we are informed that newspaper managers and editors have in some instances never countenanced the publication of these objectionable supplements, and that there are others who, having published them for a time, afterward discontinued their publication, and that there are many now publishing them who would willingly discontinue their publication if such action were sustained by a healthy public sentiment; therefore be it

Resolved, That we, the League of American Pen Women, use our efforts to suppress or greatly improve the so-called comic supplement, and to that end solicit a general expression of public opinion from those who have the welfare of our children at heart; and be it further

Resolved, That we urge parents and teachers, ministers and church organizations, women's clubs and men's clubs, and all other thoughtful persons to join with us in our efforts for the suppression or radical reform of the pernicious comic supplement.

EDITH KINGMAN KERN.

Chairman Committee on Comic Supplement
League of American Pen Women

ELIZABETH A. OYDE, President.

Address all communications to Mrs. Edith

Kingman Kern, chairman, 1825 F street, Washington, D. C.

In speaking of the efforts of the Pen Women's League and other organizations, Mrs. Edith Kingman Kern said:

"In the interest of all children, the prevailing comic supplement should be abolished from all Sunday newspapers. The so-called comic supplement was originally featured by certain newspapers through a desire to increase their circulation by catering to an ignorant class of readers who would be amused by the portrayal of life and the use of language most familiar to them. The example of these papers, commonly called yellow journals, has been so widely followed that there is scarcely a city or suburban home into which the comic supplement does not enter. Whatever novelty or originality there may have been in a comic supplement, the idea has now been worn threadbare, and the comic supplement with its present features should be abolished and replaced by something wholesome and elevating.

"Some enterprising newspapers have never countenanced the publication of a comic supplement, others have discontinued its publication, and still others would gladly discontinue it if they were sustained by a healthy sentiment. If all intelligent parents would fully acquaint themselves with the contents of the comic supplements by a careful examination of them for several successive Sundays in different papers, they would readily be convinced of their harmfulness and appeal to the publishers for their discontinuance, or, as some parents do, destroy them before they reach the hands of their children.

"To the discredit of many parents, it must be said that they, though intelligent in other respects, are not fully acquainted with the contents and nature of the comic supplement, and are therefore ignorant of its injurious effect upon their children. Cultured parents will find this supplement in sharp competition with the mental and moral training of their children. It exerts a poisonous influence against the high ideals they desire to inculcate. It tends to the degradation of children by giving them low ideas of manners and morals. The grotesque figures depicted in glaring colors on the pages are often shocking to decency. The language accompanying these pictures is usually coarse, ungrammatical, vulgar, and utterly devoid of culture. The pages teem with the cheapest travesties of low life.

The supplement aims and professes to be comic, but is a dismal failure to all but immature minds. Its intended humor is, at the best, empty and silly. Its chief characteristic to mature minds is the 'dead monotony of its dullness.' Adults may cast it aside with but a casual glance, pronouncing it insipid and devoid of humor, but this opinion is not shared by the juveniles, who seize the discarded sheet with avidity, being attracted by the grotesque figures, highly colored in yellow, red, and green. They are eager to see the pictures. They read the exploits of their Sunday heroes with intense interest. They see nothing bad in these pictures and exploits. To them they are all 'funny' or 'smart.' Parents and grandparents, uncles and aunts, nurses and servants, playmates and policemen, friends and neighbors—in fact, everybody—must be caricatured and ridiculed to furnish amusement for immature and impressionable minds.

"Children are very irresponsible beings. They seldom reason. We cannot expect them to examine the comic supplement on its merits, and to reject it as unhealthful for their young minds. It should be the concern of thoughtful parents to place about their children as great a protective environment as possible. If the bad examples pictured in the majority of the comic supplements were kept from the sight of children, they would still see too much of things demoralizing to their highest moral advancement.

"Children learn more readily by example than by precept. Impressions received through the sense of sight are the most indelible. This is a well known psychological fact, and is the key stone of all primary instruction. It is on account of this fact that the most is to be feared from the supplement. The undesirable illustrations and accompanying language are quickly absorbed through the eye. Sooner or later the low ideals thus received will translate themselves into acts and words. In fact, the vulgar slang and ungrammatical speech of boys and girls have their principal basis and support in the comic supplement.

"What a travesty upon us as American citizens to allow the deforesting of vast acres of woodland every week to furnish pulp for comic supplements to disseminate such literature!

"Recognizing the pernicious influence of the prevailing comic supplement, the League of American Pen Women, comprising some 200 women journalists, authors, and illustrators,

has decided to use its influence for the suppression of this demoralizing sheet. This earnest body of women asks the support of all good people who vitally care for the moral education and culture of our country's future citizens, the children. Their aim is to create so strong a public sentiment that newspaper managers throughout the country will discontinue its publication."

KINDERGARTENS FIT CHILD BEST.

Under the caption "As the twig is bent the tree's inclined," the National Association for the Promotion of Kindergarten Education, is sending out an interesting report showing the value of kindergartens. It presents the results of an investigation among Boston primary teachers as to the progress made by children who started in kindergartens as compared with those who did not, and establishes as a fact that kindergarten children are the better prepared and make better progress.

The inquiry covered primary teachers in Boston and surrounding towns and cities and the questions asked were:

1. Are kindergarten children better prepared for the work than the children directly from home?
2. If not—why not?
3. Can you show that the kindergarten children are promoted any more quickly than the home children?
4. Do you do the same amount with each?

In all 133 teachers submitted replies, and of these, according to the report, "one teacher preferred the home children. All the other (132) wrote that the kindergarten children were much better prepared for work of the first year. Having through stories, songs, and talks acquired the power to express their thoughts, and having acquired the fund of ideas upon which to base their thoughts, they had more ability in oral expression and language work. The comparisons in the kindergarten helped in the number work; and the skill with their hands, developed during the kindergarten year was of the greatest benefit in their manual work.

"As to the questions regarding promotions, they said that a larger majority of kindergarten children were promoted than those directly from home, and in a few instances the more able kindergarten children had skipped the first grade.

"In one school each year about ten children were taken from the kindergarten and promoted to the second grade. The teacher said they worked very well and were always promoted to the third grade with the children who had taken two years to accomplish the same amount of work.

"All agreed that the kindergarten children, because of their awakened minds and because of the freedom of expression, were more difficult to make conform to the primary school discipline, but that after a few months there was no difficulty."

The following are extracts from some of the let-

ters received from primary teachers of Boston and other cities:

"The only entire class I ever promoted at the end of a school year were children from the kindergarten."

"The habits of obedience, promptness, carefulness, are more firmly established in the kindergarten child."

"The fact that the kindergarten, by the numerous opportunities that it gives for comparison and decision, affords the earliest well-regulated method of educating the judgment, is enough in itself to prove that children from the kindergarten are better prepared for work."

"The thing I value most in kindergarten training is the ethical benefit to the child. (Kindness, politeness, consideration of the rights of other people, thoughtfulness, and gratitude to their Maker are all taught in kindergarten.)"

"In my experience the kindergarten children take hold of the work more rapidly and progress more rapidly than home children."

"Of all my special promotions made during the five years I have been teaching, three-fourths of them were pupils who started in the kindergarten. No city or town should be without kindergartens."

BY NIGHT AND DAY.

Old Mother Moon comes out by night
To see if we are covered tight;
While every golden baby star
Blinks in the great sky-bed afar.

But Sister Sun comes out by day
To brush the dew drop tears away;
To shake the sand dust from our eyes,
And bake our mud-cakes and our pies.
—Mabel Livingston Frank.

There are many flags in many lands,
There are flags of every hue,
But there is no flag in any land
Like our own Red, White, and Blue.

Hush, my dear, lie still and slumber!
Holy angels guard thy bed!
Heavenly blessings without number
Gently falling on thy head.
—Watts.

THE GOLDEN RULE

'Tis, do to others as you would
That they should do to you.
All that you do
One rule to guide us in our life
Is always good and true,
Do with all your might;
Things done by halves
Are never done right.

Moments are useless
Trifled away;
So work while you work,
And play while you play.
M. A. STODART.



STORIES, GAMES, PLAYS

RECITATIONS, MEMORY GEMS, ETC.

"AWAKENING."

A Dramatization of "Sleeping Beauty," Including a Cast of Over Fifty Children From Three to Twelve Years.

BEULAH ALBRIGHT, Lincoln, Nebraska.

Cast.

King, queen, prince, princess, courtiers, four guards, nurse, sybil, bright fairy, dark fairy, ten other fairies, robins, tulips, daisies, bees, violets, frogs, woodpeckers, poppies, butterflies, sweetpeas.

Act I.

In the King's palace. King and Queen on throne. Courtiers standing about, couch for baby Princess.

Enter Guards. Salute King, two at the door, two stand on either side of King.

Guard at the door speaks, "The Princess comes!"

(King and Queen rise.)

Enter nurse carrying Baby Princess and saluting before the throne.)

Queen speaks: "At last the time has come for the christening of the Princess. Let me take the Royal Baby."

(Baby is put into her arms and she caresses it.)

Queen speaks: "She is fair and radiant in the beautiful christening robes. Let her rest upon the couch."

(Nurse takes Princess, places her upon the couch and stands near.)

King speaks: "And bid our guests enter!"

(King and Queen seated. Guards open door. Sounds of fairy music.)

Enter, the first fairy, wand raised, skipping lightly salutes King and Queen, the Princess and stands near the couch.

Enter in like manner and in quick succession ten other fairies. King rises and speaks and fairies bend the knee to listen.

King speaks: "Most beautiful guests from the land of the fairies, we welcome you to the Palace of the King."

(King seated, bright fairy steps to the front.)

Bright Fairy speaks: "Oh noble King, and fair dear Queen, we rejoice to be your guests. We love the little Princess and we will fill her life with sunshine and song. If it pleases you, we will bestow our christening gifts."

(King nods assent, Bright fairy steps from sight behind the throne. First fairy steps to couch and holding wand high above Princess speaks, drops a flower.)

First Fairy speaks: "A beautiful face and a sweet winsome grace, shall be my gift to thee, Princess."

Second Fairy: "More priceless than wealth is the gift of good health, which I bring to thee, Princess."

Third Fairy: "This mind, keen and bright, shall be the delight, of many a scholar, oh Princess."

Fourth Fairy: "This Princess, fair to see, shall ever loyal be to all who love her, dear Princess."

Fifth Fairy: "**Sympathy**, tender and kind, shall all men find within thy heart, good Princess."

Sixth Fairy: "All men will sing of the gift I shall bring, for it's just to be happy, fair Princess."

Seventh Fairy: "My gift is rare! For you shall dare to know and speak the truth, brave Princess."

Eighth Fairy: "River and mountain and lake, and each flower that God doth make, shall give thee pleasure, blest Princess."

Ninth Fairy: "Each wee bird in treetop tall, every person, large and small, shall know thy gentleness, sweet Princess."

Tenth Fairy: "Oh Princess, fair beyond compare, shall be thy gift of love, adored Princess."

Enter—Sad dark fairy in sullen anger, King and Queen rise in surprise. Fairies start and look at each other in fear. Nurse bends protectingly over baby. Dark fairy approaches Princess.

Dark fairy speaks to King: "You failed to call me to the Christening Party because I am dark and sad! This very day you shall regret it, for I give to her the gift of Death! When

she has blossomed into maidenhood and all these gifts are gladly hers, she shall prick her finger on an old spinning wheel, and she shall die!"

(Great consternation during this speech. King and Queen rush to cradle; Queen snatches Princess to her breast, while King stands near in sorrow. Fairies sad and horrified.)

(Bright fairy steps from hiding place.)

Bright fairy speaks: "Good King, noble Queen and all my kindred fairies, do not grieve. This fatal gift shall not come. The Princess shall not die, but sleep. For long, long years she shall lie sleeping and waiting, but the Prince will come, and waken her to beautiful life. The earth, dressed in robes of spring, shall break forth into joy and singing."

Curtain.

Act II.

Later—The Princess grown to maidenhood.

Background—Tableaux, King and Queen on throne. Guards, courtiers as in Act I.

Foreground—A room in the castle tower. Sybil at an old spinning wheel. A couch close by.

Enter—Princess, curious, exploring. Sees Sybil at wheel.

Princess speaks: "Oh, what a queer old wheel! Where did it come from and what is it for?"

Sybil speaks: "It has been in the castle tower these many years."

Princess speaks: "And what is it for?"

Sybil speaks: "It is for spinning out the threads that are woven into your gay gowns, oh Princess!"

Princess speaks (with animation): "Show me how to spin! I'd like to see the shining threads grow longer."

Sybil speaks: "Yes, most noble Princess."

(Princess seats herself at wheel, Sybil stands by, showing her its use. Princess gayly and laughingly spins. Pricks her fingers, and falls back on couch in a faint. Sybil throws up her hands in horror.)

(Sounds of slow waltz music.)

Enter the Bright Fairy (now the fairy of sleep) with poppies "that hang from her head to her feet." Comes slowly in, stepping and moving wand in time to music. Goes first to the Princess.

Fairy of sleep speaks:

"I bring thee poppies, dear heart,
Bright poppies, steeped in sleep,

And give to you, ere we part—
One happy dream to keep."

Goes next to Sybil, then to King and Queen in background, and last to guards and courtiers, as each comes under the spell of her wand; they fall asleep, until all are sleeping.

Tableaux.

CURTAIN.

Act III.

One hundred years later.

Scene same as Act II, all asleep.

Prince enters, walks through the court room, first curious and laughing. Tries to awaken courtiers, becomes interested and mystified. Notices the profound sleep. Goes searching curiously. Discovers way to room where Princess lies sleeping. Sees Sybil, and last of all the Princess. Looks long, takes off his plumed hat, and kisses her hand.

Spell is broken, soft music heard, courtiers and all others awaken. Princess lies smiling.

Princess speaks: "How long I have waited your coming."

Prince speaks: "Oh, waken, beautiful Princess, the King and the Queen and all the wide, wide world are waking with you. Come, let us rejoice!"

(Takes her by the hand and leads her to the throne. They kneel.)

Enter Bright Fairy skipping. Salutes all.

Bright Fairy speaks: "What a time for re-awakened our sweet Princess. Now I shall rejoice! The Prince has come at last, and has call all my messengers from the woods and fields and gardens. They shall be decked in garments of spring, and shall fill our hearts with sunshine and song."

Bright Fairy turns to entrance, waves wand and bows low, which is the signal for Robins.

Enter Robins, who come flying in, suitably arrayed. They sing, "Robin Robin Redbreast," Gaynor.

Step to one side of platform.

In like manner, at the call of Bright Fairy enter, Tulips, "Gold and Crimson Tulips," Gaynor; Daisies and brown eyed Susan, "Little Miss Daisy," Gaynor; Bees. Solo, "The Bee and Rose," Ashford. (Bees buzz during solo); Solo, "To a Honey Bee," Gaynor. (Sung by little girl in white, while bees try to steal her honey.) Violets, Violet song, Senour; Frogs, Solo, "Oh I Am a Little Frog, Frog, Frog," Gaynor. (Frogs hop at intervals.) Woodpeckers, "Oh My Pretty Head," Gaynor; Poppies, Poppy song, Senour; Butterflies, Butter-

fly song, Gaynor; Sweet Peas, "Sweet Peas White," Gaynor.

All grouped about stage. All sing in unison.
 "The Bird Band," Poulsson. (While bees buzz, birds and butterflies fly, frogs hop, etc.)
 "Springtime is Here," Poulsson.

Tableaux.

CURTAIN.

Suggestions For Costuming.

King—Crimson velvet robe, crown.

Queen—Long velvet gown, trimmed in bands of tinsel.

Princess—Simple white empire gown, ankle length.

Prince—White suit, short trousers, white hat, blue plumes, pale blue cape.

Guards—Black cambric jackets, military caps, long spears.

Courtiers—Two girls, long cheese cloth gowns in light colors. Two boys, ordinary suits, red capes, red hats and black plumes.

Nurse—Gingham.

Sybil—Old woman's costume.

Fairies—White tarlatan dresses, silver spangled, silver wands, white gauze wings.

Dark Fairy—Same in black.

Robins—Brown tights, red vests, padded.

Tulips—Green tarlatan dresses, gold and crimson crepe paper bonnets.

Daisies—Green tarlatan, white and yellow bonnets.

Blackeyed Susan—Green tarlatan, yellow and brown bonnets.

Bees—Brown tights, striped with yellow, gauzy wings.

Violets—Violet tarlatan.

Frogs—Green tights, white vests, padded.

Woodpeckers—Black and white cambric suit, red caps.

Poppies—Red tarlatan, paper poppies.

Butterflies—Gauze wings, to match the tights which may be black, white, yellow.

Sweet Peas—Green tarlatan dress, shaded bonnets.

Tights may be made by dyeing union suits and stockings the color desired.

AMATEUR PHOTOGRAPHY.

We bought a camera, for we meant
 To take the country round;
 But, when our work was ended up,
 What do you think we found?
 Why, this,—on every single plate
 Was Baby's picture sure as fate!
 Whatever else we tried to do,
 We ended so, somehow.
 We had a lovely clover-field,
 With Farmer Thompson's cow.

THE RUN AWAY GEESE.

BEULAH ALBRIGHT

Away across the sea in the country of Holland, there lived an old, old woman all alone. She was a very poor old woman, and I don't know how she would have had money enough to buy food and clothes, if it hadn't been for her geese. For, like
 "The old woman who lived in a shoe,
 She had so many geese she didn't know what to do."

All the Dutch people from far and near knew where the goose woman lived at the edge of the quaint little Dutch town. The children always waved to her when they saw her driving her geese along the country road.

Every day she had to feed and water these geese. She was busy most of the time, either gathering the eggs they laid, or picking their feathers to put into people's feather beds, or taking care of the goose yard.

One fine day, the goose woman was busy, in her tiny Dutch house, making cookies. These cookies were for two children, Hans and Gretchen, who lived not far away. When the cookies were baked, and set in a pan to cool, the old woman said to herself, "There—now I will go out and water the geese, and then call the children." So she went slowly out to the goose yard and opened the gate, but **not a goose was to be seen!** Every one, large and small, white and brown, had disappeared. She called and called them, and then she hurried about looking in every corner. They were not to be found. Dear! Dear! The poor old woman was so excited she **hardly** knew what she was doing. She looked under tiny boards and behind fence posts where **one** big goose could never have squeezed himself, to say nothing of the whole flock.

"Oh, what shall I do?" cried the goose woman, as she looked up and down the road in despair. And just then she saw Hans and Gretchen out for their morning walk. "Good! Good!" she thought, "I will send them after my geese"—She called to them and they came as fast as their clumsy wooden shoes would let them. She told them all about her lost geese, and when she asked them to help her, they said they would be glad to hunt for the geese. They liked the old goose woman.

They looked first in the neighbor's pond. They then hurried down the long road a little farther, peering into every marshy field. There was not a goose in sight. "Oh, dear," said Gretchen, after they had been hunting a long

time, "I'm tired." "Let's call them!" said Hans. So two funny little Dutch children stopped in the middle of the road and began to call. Hans looked first to the south and shouted—

"Goosey, goosey gander
Where do you wander?"

Then Gretchen turned to the north where she could see the big sea dike,—

"Goosey, goosey gander
Where do you wander?"

But no sound came back in reply and I do believe they would have gone home that very minute without the geese, if just then a little breeze hadn't begun to blow. It flapped the corners of Gretchen's snow white cap and made her look up.

As she did so, she saw the great arm of an old Dutch windmill near by. It began to move slowly around and then faster and faster as the wind blew strong from the sea. "Oh, Hans, Hans!" she cried, "Let's climb the mill. Think how far we can see! Perhaps we'll find the geese." Hans thought that was a fine idea and two pair of little wooden shoes went clatter, clatter, clatter as fast as they could patter. It didn't take a minute to find the miller, who lived in the mill and ask him if they might climb up to the porch around the mill side. The miller went with them up the dark stairway and when they reached the porch, the children clapped their hands with delight. For they could see far over the countryside. Away to the north was the shining sea! and back from the road, across the field—was—yes—surely—a tiny little pond with something white moving over the water. "There they are! There they are!" cried Hans and Gretchen in one breath and they climbed down and were off through the fields till they came to the pond.

There the geese were having great fun dipping their heads in and out of the water and scolding and screaming to each other. Hans and Gretchen knew they belonged to the goose woman because the leader goose had a black feather in his tail. Hans had some corn stowed away in one of his trouser pockets and he used it to coax them to the edge of the pond.

Such a time as those two children had! As often as the geese were lined up ready to start down the road, back would go a venturesome little fellow into the water. Gretchen

would chase and scold and run and Hans would coax until they were ready again. Finally they were started. Hans and Gretchen laughed to see the big flock. But how they did have to watch and chase. Gretchen's little cap was all on one ear and her pretty yellow curls were dancing and bobbing. Hans lost his wooden shoe and couldn't stop to pick it up.

When they were nearly home, they saw the goose woman standing in the road watching for them. She had the gate open and was ready to drive the runaway geese into their own goose yard. The children had the flock almost there, when out from the neighbor's yard, came running a fat little Dutch dog.

He had never seen so many geese on the road before and he decided to have some fun. He gave one jump and ran straight into the center of the flock and then barked with all his might.

Oh Oh! Oh! What a squaking and a screaming and a flapping of big wings there was—Poor little Hans and Gretchen. Never did two children have such a chase. They tried their best to catch the dog—but that naughty dog! He hadn't had such a frolic in all his life. He barked and frisked and chased and frightened geese and didn't seem to grow tired at all. If the goose woman hadn't come up to help, he might be barking to this very day, but she managed at last to catch him. Gretchen held him tight in her chubby arms and the geese were only too glad to run into their own yard where they could be out of reach of naughty dogs.

When the last goose was in and the gate closed, this funny little old woman and the two funny children sat down by the roadside and they laughed so hard that the geese began to cackle with them.

Then the goose woman remembered her cookies and she brought out the **whole** pan and they ate every one. When Hans and Gretchen went home, the old woman mended the hole in the fence and her geese never ran away again.

THE LOVE OF "BEAUTY" THE SHEEP.

A. ELEANOIRE KING

408 Walnut Ave., Syracuse, New York

(Written for the Kindergarten Primary Magazine, 59 West 96th St., New York.)

"Baa-aa-aa," was the first thing Farmer John heard, when he opened the stable door, one windy morning in March. The snow had fallen, lightly the night before, making the patches of brown earth, from which the old snow had melted, look very inviting to anyone who loved the soft white flakes, as did the good farmer. This, however, is not saying that he was not anxious for Spring to come, so that his cattle and sheep could be put in the nice pasture with the pretty little brook running through it. "Baa-aa-aa," again came the call from his pet sheep "Beauty" as he called her, because of her kind gentle ways and affectionate manner, when anyone came near her—and not only did she receive this name for those reasons alone, but because she was indeed a beautiful creature. "Come here and look, Farmer John," she seemed to say, and he did go and look in her nice warm pen. There, on some straw in the corner, was a pair of the dearest little twin lambkins, any one could wish to see. Farmer John was so pleased that he could hardly wait till he had mixed some nice bran into a warm "bran mash," for Beauty, and after she had eaten it, he gave her two nice rosy apples, for which she bleated a sweet little "thank you," in her own language.

Some time afterward, when all the snow had melted and the lambs were strong enough to run and play hard—Beauty and her babies were put into a small pasture which had been made in the warmest and prettiest part of the larger one. There they had the nicest times and at night lay down together under the little shelter that had been made for them.

One night, when it was quite late, Farmer John heard a quick, loud "Baa-aa" from the pasture. He and his hired man hurried out, with their lanterns, and pretty soon found out what the trouble was about. There lay Beauty in the brook, and on her back lay one of the poor little lambkins, with his foot hurt. He had waked up, and being a mischievous little fellow, had started to run out of the shelter, but not being able to see, as the moon was not high enough he had stepped on a little stone, that had been disturbed as he touched it and had caused him to fall, rolling and bleat-

ing piteously into the brook. Beauty hurried out, and found him there, so she lay down by the lamb, bleating for Farmer John. The lamb managed to get onto her back and Farmer John found them in the brook. He took little Lambkins in his arms tenderly, and Beauty following him, went to the shelter to find out how badly he was hurt. The wound was not very bad but the lamb did not soon forget his fright. After attending to the wound carefully, Farmer John left the mother sheep to take care of her baby, and in a day or so he was all right—but he never left his mother at night again after that, until he was able to take care of himself.

STARS OF THE LAKE.

Helen J. Castella, Clementon, N. J.

Come on, Lucy, and Alice, and Willie, all get your hats, and come down to the lake. I want to show you something so pretty!"

The children all ran, for they knew when Carl promised anything, he meant it.

"Is that the reason you told us to get up early in the morning?" Lucy asked, curiously, for she was one of those children who like to lie in bed, and papa and mamma had to call "Lucy, Lucy, time to get up," half a dozen times before little sleepy-head would come lazily down to breakfast.

"Yes, because early morning is the best time to see what I am going to show you. Now look, are they not lovely?"

There was a delighted chorus of "oh's," and "ah's," for the lake was all dotted with lilies. Yellow and white pond lilies.

"What do they make you think of?" Alice asked Lucy, and because Lucy was slow in answering, Willie spoke up.

"I know. They look like daytime stars, dropped down from heaven. I am going to make a wish on the first one, like I do on the first star I see at night."

Then Carl took off his shoes and stockings, and waded in far enough to gather a dozen of the flowers, which he divided up among his playmates.

"Wasn't it worth while getting up earlier in the morning to see?" he asked Lucy, as they were going home, and the little girl admitted that it was. "I think that I've had all my best things happen to me when I've done what I knew I really should do, but didn't want to do, at first," she admitted, shyly.

THE RABBIT'S LETTER.

Helen J. Castella, Clementon, N. J.

Every morning papa goes out to see how his garden is growing, and he used to come in so angry.

"I've a good notion to sit up all night with my gun," he would storm. "Those rabbits ought to be ashamed of themselves. As if they didn't get enough to eat, without eating all the tops off my celery. Just wait till I catch them at it!"

The children were frightened, for they loved the cunning little rabbits, and not for worlds would they have had anything happen to them. They went out, and sat under the butternut tree, and talked it over.

"Surely the rabbits don't know they are doing harm, or they wouldn't take the celery, do you think?" Amy asked Leslie, anxiously, for the little girl thought her brother knew everything.

They thought, and thought, and thought about it, all morning, and that evening, when their papa went out, as usual, to see his plants before going to bed, he picked up a little piece of white paper tied to a stick. How he did laugh when he read it!

"Dear Bunnies:—

"If you will look under the chestnut tree, at the foot of the garden, you will find some pieces of cake and pie, and a lemon stick, which we saved for you. Please do not eat any more of papa's celery, for it makes him very cross. With love,

Amy and Leslie."

Do you know, some people will tell you that rabbits cannot read, but I think they must have read that letter, for papa has never been heard complaining about his celery since.

THE HEART OF THE BOY.

We watch him turning handsprings, playing leapfrog, or running like mad to reach first base in the ball game; we hear him imitating the notes of the wild bird, whistling the latest rag-time, or yelling like a Comanche at sight of a comrade; we note his face mottled with mixture of dust and sweat, his tousled mop of tow-colored hair, and his torn and begrimed clothing. And we say, "His heart is in his play."

His baby sister cries often and bitterly because of his seemingly unkind pranks; benevolent old gentlemen answer door bells to see

his rapidly disappearing form dodge around a distant corner; his teacher necessarily keeps a sharp eye out for paper wads, caricatures, and sly actions which disturb the quiet of her school-room. And we say, "His heart is in his mischief."

We see him trade a much-loved agate for an all-day-sucker; we know of raids on farmers' orchards; we see the enormous lunches which he devours at school; if we go home with him from school some evening, and he is not too much over-awed to be natural, we can but wonder where he stows the quantity of food which he takes upon his plate—and we say, "His heart is in his stomach."

All of which is a wide miss of the true mark. That boy's heart is in his own bosom. And it beats quickest and steadiest and strongest when he is contemplating his own far-off manhood, and planning the wonderful things he will do when that time shall have arrived. No matter what his hands and feet may seem to be doing, his heart is engaged in the manufacture of ideals of adult manhood.

Somewhere, sometime, or perhaps at various times and places, he has gotten ideas which have formed the basis of his conception of a man. If Diamond Dick be the source of his inspiration, he is probably planning highway robberies which he expects to undertake when he shall have learned to carry and to shoot a gun skillfully. If Buffalo Bill's Wild West Shows have recently visited his nearest hamlet, he is most likely contemplating a lifetime in the saddle, with rope ever ready to capture wild steer or horse. If some of the old classics have formed the basis of his ideal, he is getting ready to set forth on fiery steed to slay horrible dragons, or to liberate beautiful ladies from cruel captors. If his inspirations are drawn from his personal acquaintance, one will probably see him feeling his muscle to see if he is developing into a blacksmith; appearing at dinner with shining face which smells of soap, and tightly smoothed hair, in attempted imitation of the new minister whom he may have heard praised extravagantly; popping a whip and swearing as loudly as he dare, in preparation for fitting himself to take the place of the village teamster; or expanding his chest and assuming a very throaty speech, practicing for coming debates in the United States Senate.

Nature, in sympathy with his heart's desire to become a man, gives him the impulse to play, and to play not one but many games.

The child in the factory works no harder than his more fortunate brother on the street; but he uses one set of muscles, while the boy on the street uses half a thousand in the course of a day's play. The factory kills, because it offers no variety. Its effect is not symmetrical development, but exhaustion of a very few sets of muscles. The boy's games afford unlimited opportunity for the even and harmonious development of all voluntary muscles, and for the increased strength of all bodily functions. His play is designed to make of his body a ready and obedient servant of an alert mind.

His mischievous pranks aid him in the understanding of human nature. He will find out the timbre of his little sister's character; the real kindness or otherwise of the old gentleman of the door-bell, and probably something of his vocabulary as well; the patience of his teacher, and the relative importance in her mind of well-prepared lessons as compared with a quick release from the school room at the close of the day's work or of the term's duties. His heart is not in his mischief, but it is in ascertaining just what certain people will do under certain conditions. If you can overhear him discussing you on some day, you will see that he has pretty well fathomed your mental powers and your methods.

Really, if his heart were "in his stomach," he would soon be discriminating in the choice of food. Is he so? Not at all! Everything "tastes good" to him. If he can't find cake in the cupboard, he will just as heartily enjoy munching the piece of plain corn bread which he does find; and if he can't find lean meat, cold fried breakfast bacon will do just as well when he raids the pantry. No, his heart is not in his stomach. Nature again is aiding him in the building up of a strong body.

No, this boy's heart is set on "being a man." Just the kind of a man he will become will depend entirely upon his ideals; his ideals will depend upon his environment, mental and physical. Some sort of a man he will be, that is sure. He will wield the ballot for the right or for the wrong; he will be a lifter in the world's work, or he will be one who leans on those who lift; he will be an honest man or he will be a criminal; he will be frank and candid, or hypocritical and fawning.

The teachers' part? To live a life and to teach a lesson which shall give this boy a high ideal of adult manhood. To teach him to love stories of heroic deeds in every-day life no less

than on the battle field; of valor in peace no less than in war; of justice to an enemy no less than of love for a friend; of care for the weak no less than support of the strong; of gentleness of heart no less than of act; of loftiness of thought no less than bravery in deed.

This is the teacher's privilege. Duty is too cold a word to apply to a situation which offers so great an opportunity for real benefit to the race and lasting satisfaction to one's self. A duty there surely is, and if we regard it as a hardship, it becomes a most onerous burden; but viewed in the right light, and with patience to wait for results, this providing "the stuff that dreams are made of" in the future plans of young Americans, is a most pleasurable and sustaining occupation.

HOW THE DEAF ARE TAUGHT TO SEE SOUNDS.

Robert H. Moulton, the writer of the following article, was rendered totally deaf by a severe illness at the age of 10 years. A few years later he went to New York, where he attended the same school with Helen Keller. At this school he learned the art of lip or speech-reading, at the same time taking a college preparatory course. In 1896 he entered Columbia University, New York, taking the regular four years' course under the same conditions as the other students. In his sophomore year he was the author of his class play. Since leaving college he has written several musical comedies, which have been produced by amateur dramatic associations in this city, and in all such cases he has staged the plays, directed the rehearsals, etc., himself.

(By Robert H. Moulton.)

It probably will surprise the majority of people to learn that of the 12,000 children in schools for the deaf of the United States today fully one-third of this number are taught wholly by speech, without recourse to any form of manual instruction.

The average person when first told that a congenitally deaf child can be taught to speak as intelligently as one that hears, and to read the speech of others with ease simply by watching the movements of the speaker's lips, is likely to shake his head in doubt and declare it to be a most extraordinary if not impossible thing. Extraordinary it certainly is, but not by any means impossible, as results already accomplished in this and other countries have conclusively shown. Moreover, the time un-

doubtedly is not far distant when not merely a percentage of deaf children, but all who labor under this physical handicap will be taught to express themselves in spoken language, and the term deaf-mute will become obsolete.

It is difficult for people who have not been brought into direct contact with congenitally deaf children to understand the conditions associated with and consequent to total congenital deafness. They simply know that a deaf child is also dumb, and have never given the subject enough thought to question whether it could ever be otherwise.

The deaf child possesses exactly the same voice at birth as the hearing child, but remaining in a world of silence he is denied that natural method of teaching which is necessary to its preservation and development. He sees, of course, the movements of speech of those about him, but does not associate them with sound or with communication of ideas. Even if he should happen to discover that certain motions of the lips bring about certain results when made by other people, and he tries to gain the same results by imitating those motions, his own efforts in this direction are usually silent.

The teaching of speech to a totally deaf child, who has never spoken, is indeed a wonderful achievement. In the first place he has no conception of sound, and the only way he can ever be taught the existence of such a thing is through the sense of touch. Then he must depend upon his eyes to gain a knowledge of a system of communication which nature intended should be addressed only to the ear.

New Condition Brain Must Meet.

Thus to a certain extent he must overcome the results of heredity extending back to the beginning of the human race, because all during these thousands of years the power of associating ideas with sequences of sound has developed until now it is almost an instinct, whereas the association of ideas with sequences of lip movements is a condition which the brain cells are quite unprepared to meet.

As previously stated, a large percentage of the children in the schools for the deaf of this country are already taught by the speech method. Of the 140 schools for the deaf in the United States today seventy-five of them are oral, while of the latter number sixty-five are public day schools. It will thus be seen that facilities for the instruction of the deaf are rapidly being provided even in schools

which were intended primarily for hearing children.

The wisdom and justice of a plan by which deaf children can be taught in our public schools, where they can mingle freely, except during school hours, with normal children can hardly be over emphasized now that its practicability has been demonstrated beyond all dispute. The whole tendency of such a life is to draw the deaf back into normal currents.

In Chicago one of our largest graded schools, the Normal Practice school, has no less than eight classes of deaf children numbering about eighty pupils altogether, each class, of course, being under charge of specially trained teachers, and in rooms set aside for their exclusive use. A person on first entering one of these classrooms would hardly be able to tell, from the sound of eager childish voices, that he was in the presence of totally deaf children. Only when he noted the intense attention with which they watched the lips of their teacher while she spoke would he be aware of anything unusual in the method of their instruction. The teacher at all times addresses the children just as if they could hear, and no other form of communication than spoken language is ever employed.

Practice Renders Speech Natural.

This is necessary in order so to develop the brains of the children that they shall think and express themselves in spoken language as naturally and unconsciously as hearing children. Writing and printing are easier to read than the fleeting movements of the lips, because you may have the former as long as you wish, while the spoken word is gone in a flash. Consequently if the deaf child is allowed to depend upon written forms to any extent whatever he will not so readily acquire the fixed habits of watching the lips and of concentrated attention that are necessary to catch the meaning of the spoken form.

The instruction in the school mentioned covers the regular elementary, intermediate, and grammar courses pursued by hearing children, in addition to the teaching of speech and speech reading. On graduation the deaf children are qualified for and many of them do enter the high schools of this city. Of course, there are many deaf children who are too young or too immature to attend the public school classes, yet who need special training and teaching which they cannot well get at home, and for these, special provision is made in a kindergarten class in the McCowen Oral

School for Young Deaf Children. For more than thirteen years this school carried on the pioneer work for the deaf in Chicago, and since 1896, when speech classes were organized in the public schools, has supplemented that work by continuing to teach the young children.

When the little deaf child enters school one of the first lessons he is taught is to watch his teacher's lips and to attach a meaning to all their movements. As his education must be obtained through the sense of sight, aided in the acquisition of speech by the tactile and muscular senses, it is necessary that those senses should be trained and developed to as high a degree of proficiency as possible. But he cannot use these senses to the best advantage without a considerable power of controlled and sustained attention, so that the teacher's first effort must be directed to the cultivation of that power.

The power to distinguish differences of vibration by touch is an important thing, for it is the deaf child's first and chief guide in modifying his own voice later—in raising it if it is too deep, or lowering it if it is too shrill. Exercises bearing upon this are conducted with musical instruments such as the guitar and piano, and then applied to the vibrations of the voice as felt in the chest, head, and throat.

Elementary Sounds Next Step.

The teacher first strikes a low note and the child, watching, feels the vibration. Then she strikes a high note and calls his attention to the difference. As a rule he soon learns to distinguish between high and low notes even when his eyes are closed. Next he has his hand placed upon the teacher's throat while she sings high and low notes, alternately, and in time he acquires the ability to recognize the difference in tone through the sense of touch.

When sufficient progress has been made in this direction the work of teaching the child to make the elementary sounds is begun. In order to make these sounds he must, of course, be taught the correct positions of the speech organs. At first thought this might not appear to be so difficult a task, but when we consider that the majority of sounds are made so far back in the mouth that it is impossible to see them the matter appears in a different light. The positions of the teeth, tongue, palate, etc., for these hidden sounds may be fairly well illustrated by diagrams, but such means of

instruction are necessarily difficult of comprehension by young children.

The reader should not confuse the sounds of the different letters with their names. For example, the name of the letter "p" is "pee," while the sound of the letter is merely a voiceless puff, produced by pressing the lips together, compressing the air in the mouth and then allowing it to escape with a little explosion. Thus, in speaking the word "pay," we do not say pee-ay, as would be the case if we pronounced the name of the letter "p." We simply make the little puff or explosion, as already described, and then begin the sound of "a," which happens in this particular word to be the same as the name of the letter itself. The "y" is not sounded at all.

The sound of "p" is one of the easiest for the deaf child to learn to make and can be clearly illustrated by the teacher.

In this connection she may place a feather on her hand to be blown off by the expulsion of breath, or a lighted candle is held near the mouth and the child's attention called to the flickering of the flame when the breath is forced out. He is usually eager to imitate these things and in doing so quickly learns to make the correct sound. The same little devices are also used to illustrate the difference between the sounds of "p" and "b." The visible motions in making these two sounds are exactly alike, the positions of the lips being the same both before and after parting them.

Difference Eye Cannot Determine.

Each of these sounds is also accompanied by an expulsion of breath, though it is considerably greater in the case of "p." The great difference, however, lies in the fact that no voice is used in making "p," while "b" is vocalized. Of course, this difference can never be determined by the eye alone. The deaf child is only made aware of it when he feels the vibrations accompanying "b" in his teacher's throat.

In making the consonant "m" the lips are closed, and kept so, while a soft sound is made in the throat. When we speak words in which "m" appears, and is followed by another sound, we open the lips when beginning the second sound, but not before.

As soon as the child has mastered some of the more common elementary sounds he is next taught to combine them and in this way to utter articulate words. Let us suppose, for example, that he has learned how to make the vowel "a" (ah) and the consonant "m." The

teacher may now place his hand upon her throat and tell him to imitate her exactly. First, she begins with the sound of "a" and, while still uttering it, gently closes her lips, but without interrupting the sound. This action causes the sound of "m" to follow "a" and the total result is the word "arm."

In addition to some twenty simple consonant sounds and at least sixteen vowel sounds, the deaf child must also master fifty or more combinations of the consonants as well as various modifications of both vowel and consonant sounds when preceded or followed by certain particular sounds. But even when he has learned to make all the sounds of his native language he still has a long road to travel before he can so train his speech organs that they will take their proper positions for the utterance of words as unconsciously as those of a hearing child.

Laborious Task For Normal Person.

The development of reflex action in connection with speech is a laborious task even in the case of one who hears and is thereby enabled to recognize and correct his own mistakes. But when the learner must depend upon the ear of another person for such corrections the process is naturally much slower and more difficult, for the deaf child gets only a single correction from his teacher where the hearing child gets a thousand from his ear. The wonder is that he ever learns to talk at all.

Speech-reading, which is the ability to understand spoken language by watching the speech movements on the speaker's face, begins with the child's first hour in school and never ceases. This art is more generally called lip-reading, probably because the movements of the lips afford the larger part of the information gathered by the reader. Yet the positions of the adjacent parts of the face, and of the teeth and tongue are of great importance. The eyes of the speech-reader are usually not focused upon the lips, but slightly inside the mouth upon the teeth.

As has already been noted, oral communication has been developed through the ages around the ear, but was never intended to appeal to the eye, and is, therefore, badly adapted to interpretation by the latter organ. Nevertheless the eye can be trained to become a fair substitute for the ear in comprehending the speech of others, though, of course, the degree of proficiency that a person may attain in this

direction depends somewhat upon the individual.

Constant Practice Largest Factor.

The young deaf child learns to interpret spoken language with his eyes as the hearing child does with his ears, without knowing the how or why of it. Constant practice and use is the largest factor in his progress, but at the same time he must have a technical knowledge of the formations of sounds before he can expect to become an expert in reading speech. Such a knowledge often enables him to distinguish between two or more sounds whose visible motions are practically the same.

But the difficulties with which the speech reader must contend are not confined alone to words that look alike to the eye. In total darkness he is, of course, practically helpless, and his ability to read speech is increased in the same ratio as the favoring conditions of light. In all cases where the source of illumination is artificial the light should come from behind the speech reader, and fall upon the face of the speaker. If these conditions are reversed satisfactory speech reading is placed at a great disadvantage.

Considering all these things it will be evident that the speech reader cannot always see everything that is said, and must learn to apply all his powers of intuition and of logical deduction from his knowledge of the language and the subject matter. The greater his knowledge of language and the more alert his mind for context and the probable idea, the greater will be his ability to determine what must have been said, though he fails to see it all.

This does not mean, however, that to become a successful speech reader one must necessarily possess a scholarly cast of mind. Shallow, unintellectual people often become good speech readers. Alertness and intuitiveness, together with a fair knowledge of language, are the qualities most necessary to success in this art.

"TICK-TOCK."

Julia Johnson, Colonial Apartments, Colonial Ave., Ghent, Norfolk, Va.

"It's time to get up, Johnny," called mother, but Johnny just said, "Um-m, in a minute," and went right back to sleep! When he woke up it was almost breakfast time, for he heard Mary putting the dishes on the table. How Johnny did hurry! He could

dress himself, of course, but mother always buttoned the hard buttons and brushed his hair. She was downstairs now, though, and he had to do it himself. His shoes wouldn't lace up, he tried to lace them so quickly, and he put his bloomers on backwards. While he was changing them the bell rang, and he could hear mother and father and Sister Peggy going in to breakfast.

"Oh, dear," said Johnny, "I'm going to be late." When he did get down father had gone, and Johnny hadn't kissed him good-by. Sister Peggy had finished too, and was getting her books ready for school. Mother was just getting up.

"Johnny," she said, "you're so late you'll have to eat by yourself. I'm sorry you didn't get up when I called you."

Now Johnny didn't like that a bit, and sat down feeling very cross with everybody. His oat-meal was cold, and so was his toast. Everything seemed to have gotten cold while he was dressing.

"Hurry up," called mother from the library, "you'll be late for kindergarten."

Now Johnny had never been late a single morning, although some of the other children had. Suppose he should be late this morning and have to sit on the bench?

When his coat and hat were on, mother kissed him good-by, and down the steps he went in a hurry. He ran almost the whole way, holding his lunch in one hand, and a mat he had made at home in the other.

At last he reached kindergarten. He hung up his coat and hat as quickly as he could, and opened the door. The children were singing "Happy Monday Morning," and Johnny knew he was late. Instead of sitting in his place in the circle he had to sit on the bench, and for the first time in his life. They played the "Caterpillar", and Johnny did so wish he was in the circle, for then Miss Graves might have chosen him for a caterpillar, to crawl while the others sang. The clock on the shelf seemed to say, "Tick-tock, too late, tick-tock, too late."

"I'm never going to be late again," said Johnny to himself.

The next morning Johnny woke up very early, before cook had come or mother was up. He remembered what he had said, and he wasn't going to be late this morning, so up he jumped and began to dress. His clean suit was in mother's room, though, and he knew if he went in to get it he would wake

her up. He couldn't wash his face and hands either, for there was no one to pour the water out for him, and the pitcher was so heavy he couldn't lift it. He couldn't go to the nursery to play with his toys, as baby was asleep in there, and he knew mother didn't want him to wake her. So he just had to sit in his little chair, and wait till some one woke up, for although he felt tired and sleepy, he didn't want to go back to bed with most of his clothes on.

After waiting a long time, it seemed to him, mother woke up, and soon he was all dressed. He ran down stairs for breakfast, the cook was just putting the things on the stove.

"Why, cook!" he said, "isn't it breakfast time?" But cook said it would be half an hour before breakfast. Dear me! that seemed long, and Johnny was getting very hungry. Then he worried her so much by wanting to know so many times if the half an hour wasn't over, that cook wished he hadn't come into the kitchen at all.

When mother came down, he said, "Mother, can't I have some breakfast now? I want to go to kindergarten."

"Why, dear," said mother, "breakfast isn't ready yet, but if you're in such a hurry you can have some cold bread and milk."

She gave it to him, and Johnny sat down to eat it by himself. He liked bread and milk, but as he ate it, he thought he would rather have some hot oatmeal and toast, and eat with mother and father. He had asked for the bread and milk, tho', and he had to eat it.

"Mother," he said when he finished, "may I go to kindergarten right away?"

"Isn't it too soon?" said mother in surprise. "Kindergarten doesn't start till nine, and the clock says it is just eight now, a whole hour before the time."

"But I want to," said Johnny. "Please let me, mother."

So mother said he might do it this one time, and off he ran for his coat and hat. Father was still upstairs, and Johnny didn't even run upstairs to kiss him goodby, he was so eager to be off.

* He stopped for Jack, but he was just eating his breakfast, so Johnny went on by himself. When he reached school none of the children were there, Miss Graves wasn't there. Why, even the out-side door was still locked, and Johnny didn't see anybody who

could unlock it for him. He sat down on the steps to wait, and it was such a long, long time. He felt chilly too, sitting still, but it was no fun to run around by himself, so he just sat there, wishing he were at home, eating breakfast with the rest of the family. He felt sleepy too, and was almost nodding when he saw Miss Graves coming. He ran to meet her, and when she saw him, she said, "Why, Johnny, what made you come so early?"

"I didn't want to sit on the bench again," he explained.

"Of course, you didn't, and I'm glad you'll be on time, but you needn't have come nearly so soon."

Johnny wished he hadn't too, for when all the other children came he felt as if he'd been there so long it must be time to go home, and he did feel so tired and sleepy the whole morning. The little clock on the shelf kept saying, "Tick-tock, too soon; tick-tock, too soon."

That night Johnny went to bed early, and slept so soundly! The tired feeling flew away and the next morning when mother called "Johnny, John-ny, it's time to get up," he jumped right out of bed, feeling so happy, and wide-awake. He started dressing right away, and all his clothes seemed to go on so easily. His shoes just almost laced themselves up, and when he was ready to bathe, there was the water in the basin that mother had poured out for him. When he finished, it was just time for her to brush his hair, and as he hung up his pajamas the breakfast bell rang. Down he went to the table on father's shoulder. Mother and Sister Molly were in the living-room, and they all went in together. His oat-meal and milk were so nice and hot, and mother gave him a piece of her muffin. As he ate it he thought how nice it was to be sitting there with mother and father and Sister Molly, and not by himself.

When he started for kindergarten after kissing mother and father, the first person he saw was Jack, coming down his steps. That was fine, for they could go to kindergarten together. The door was wide open when they got there, and Jack and Johnny hung up their coats and hats in a jiffy. Then they went into kindergarten and in just a moment the clock said "nine o'clock, time to start." And all day it said to Johnny, "Tick-tock, on time; tick-tock, on time."

HINTS AND SUGGESTIONS.

For Kindergartners, Rural, and Primary Teachers

The present is yours. In it you may shape the future.

What the teacher needs is a greater contact with daily life.

"The mental states make the man." The teacher's troubles can be reduced by reducing the mental worries.

Nothing great was ever achieved without enthusiasm.—Emerson.

Promptness is a habit which all teachers require of pupils, yet how few are always prompt themselves.

He who has learned to obey will know how to command.—Solon.

"One teaches much more by what he *is* than by what he *says*."

Punishment should never be greater than what is needed to prevent the offense.

A school is a success when each member in it feels responsible for its good name.

"In helping others you grow strong,
For kind deeds done are only lent."

Do not allow pupils to believe that education will enable them to escape responsibility and labor.—Hubbard.

"Be short. Life is short. Time is short. We can endure many an ache and ill if it is over soon."

The successful teacher understands that he must educate the parents of the community as well as the children.

HEROISM.

Too much cannot be done to instill into the hearts of children an honest love and respect for heroic deeds. They should be led to see that being a heroic boy or girl leads to being heroic men and women.

Have a large picture of Washington draped with the national colors placed in the most prominent place in the room. Drape the walls with red, white, and blue bunting, flags and pictures descriptive of the life of Washington. Red, white, and blue chains made by the little ones may be used for festooning. Decorate the blackboards tastefully with patriotic drawings or stencils and appropriate quotations written with red, white, and blue crayons, and the date 1732-1799—Selected.

A WIND STORM.

This is a good breathing exercise which is beneficial, and with which the children are delighted. The teacher faces the pupils and holds out her arms with the palms of her hands together. As she separates her hands, the pupils make a sharp, hissing, buzzing sound between their teeth, increasing the volume as the teacher's hands go farther apart. By bringing the hands to and from each other, the sounds will lull and swell, making a very good imitation of a wind-storm.

TO PREVENT TARDINESS.

Make the first ten minutes in the morning the most interesting part of the day. Promise them a story; tell it if possible, if not read it. Select short pointed stories, and read only part one morning, then all will be anxious to hear the ending. Ask pupils to bring postal cards illustrating different cities or countries, and have pupils tell something about these. Little people will tell you about scenery and places of interest near their own homes.

Washington and Lincoln Program

WASHINGTON. (For Ten Pupils.)

W—Washington's name is still cherished and honored all over the land.

A—A Brave and manly boy was he.

S—So let us all follow his good example.

H—He gained for us our independence.

I—In 1789 he was chosen first president of the United States.

N—New York City was then the capital of the country, and there amidst ringing of bells and firing of cannon, a great shout went up: "Long live Geo. Washington, President of the United States!"

G—Great men we have had, but his memory is first and most sacred in our love.

T—The name of Washington shall nerve every American arm, and cheer every American heart.

O—Other of our great men have been appreciated,—many admired by all; but him we love.

N—No man has received a greater tribute:—"First in war, first in peace, and first in the hearts of his countrymen."

Song—"Mt. Vernon Bells."

LIKE WASHINGTON.

We cannot all be Washingtons,
And have our birthdays celebrated;
But we can love the things he loved,
And we can hate the things he hated.

Perhaps the reason little folks
Are sometimes great when they grow taller,
Is just because, like Washington,
They do their best when they are smaller.
—The Sunbeam.

SOME RULES OF BEHAVIOR.

By George Washington.

Every action in company ought to be with some sign of respect to those present.

Turn not your back to others, especially in speaking.

Be not forward, but friendly and courteous.

Undertake not what you cannot perform, but be careful to keep your promise.

Give not advice without being asked; and when desired, do it briefly.

Speak not injurious words, neither in jest nor earnest.

Show not yourself glad at the misfortune of another.

AN OLD STORY.

Did you ever hear the story of the hatchet and the tree?

'Tis told so very often that 'tis old as old can be:

Long years ago there lived a boy, and George was his name—

To him was given a hatchet—here's a picture of the same.

As forth he went to chop with it, a cherry tree he spied,

And down he cut it,—chop, chop, chop, though 'twas his father's pride.

And later when his father saw what mischief had been done,

He called to George and said to him, "Did you do this, my son?"

And then, brave George, with saddest air, replied in answer true,

"I did it with my hatchet, sir; I'll tell the truth to you."

THE HATCHET.

(An exercise for seven boys each carrying a paste-board hatchet.)

1. George Washington, though great was he,
Was once a little boy like me.

2. And when a little lad like me,
They say, he chopped a cherry tree,

3. But when his father came to see,
He stood erect and brave, like—me!

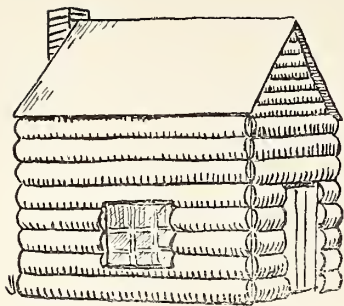
4. And he told the truth about that tree;
He wasn't a coward—oh, no, not he!

5. Now there are those who smile and say,
That of truth in this fine story, there isn't a single ray.

6. Perhaps they are right—we cannot tell
But the moral's as clear as the ring of a bell.

7. And we boys know the moral,—
We'll live it if we can.

(All)—If you have done a mean thing,
Own up like a man.



ABRAHAM LINCOLN.

A little log-house once stood in the woods of Kentucky.

There were great cracks between the logs, and the rain and the wind came into the house.

The ground was the floor.

The table and stools were made of the boughs and bark of trees.

One cold day in February, 1809, a little baby came to live in this house.

His name was Abraham Lincoln.

His mother taught him beautiful stories from the Bible.

At last he was old enough to go to school.

They had words from only one book—a spelling book.

He used to write his words at home on a shovel. This was his slate.

He was an honest boy.

He grew to be a good and great man.

Little Boy Abe was very poor

But he did his best every day;

And I think a boy can do his best, too,

If he follows Little Abe's way.

—Selected.



THE AMERICAN FLAG.

(For three tiny girls—first one to be dressed in red, the next in white, and the third in blue, and each carrying a flag.)

All—We wear today the colors

To which our men were true;

Long may they wave above us,

The red, the white, the blue.

Red—

Bright as the rays of the morning,
When comes the dawn's first gleam,
Within our much-loved banner
The crimson bars are seen.

White—

Pure as the snowflakes falling
Or early morning light,
Among the bars of crimson
Appear the bars of white.

Blue—

Bright as the sky at evening
When gleam the stars of night,
The blue within our banner
Enfolds the stars of white.

All—

All red, white, and blue,
Forever "shall wave
O'er the land of the free
And the home of the brave."

BONNY FLAG.

Song. Air:—"Baby Mine."

Oh, I love to see you waving,

Bonny flag, bonny flag;

And I feel like danger braving,

Bonny flag, bonny flag;

Oh, the beautiful, the true,

All my heart goes out to you,

Bonny flag, bonny flag;

All my heart goes out to you,

Bonny flag.

In the thickest of the battle,

Bonny flag, bonny flag;

There, amid the drum's loud rattle,

Bonny flag, bonny flag;

You were carried to the fore,

There in spite of cannon's roar,

Did the soldiers love you more,

Bonny flag, bonny flag;

Did the soldiers love you more,

Bonny flag.

WE'LL NOT FORGET.

Now the cruel war is over,—

Yes, years have passed since then;

The little boys of those sad days

Are now the grown-up men.

Tho' we are just little fellows,

And we don't have to fight,

We'll not forget the men who did,

And battled for the Right!

DO THEY?

MABEL LIVINGSTON FRANK

Do the little angel children,

Living up so very high,

Take the sparkling, golden jewels

From the blue pin-cushion sky?

Do they wear them in the day time

And when evening shadows fall,

Stick them back in the blue cushion

For the dear delight of all?

WASHINGTON'S BIRTHDAY

Act I.

Place. Living Room.

(Mother, seated, reading: children rush in, Harry holding bundle behind him.)

Harry. "Oh, mother, guess what we have for you."

Mother. "Do you think I can? I am not good at guessing. What is it?"

Ida. "It's a surprise. Please try to guess."

Mother. "A book?"

Harry. "No, mother. Guess again."

Maud. "It is made of cloth."

Ida. "It has stars."

Fred. "It is red, white, and blue."

Ida. "Oh, now you've told, Fred."

Mother. "Why, it must be the American flag."

Harry (unfolding it.) "Yes mother. Isn't it a beauty?"

Mother. "Indeed it is. When did you buy it?"

Maud. "When we went shopping with father last Saturday."

Ida. "You know the old one is all worn out and father said we might give you this one for Washington's Birthday."

Mother. "I am delighted with it, and I thank you all very much. Just put Washington's picture on the easel, Harry, then you can drape the flag around it."

(Children arrange easel with picture and flag.)

Ida. "Doesn't it look lovely? Can't we do something in honor of the day, mother?"

Mother. "That would be nice. How would you like to have a flag raising and sing some patriotic songs after a little? But first I have a surprise for you."

Children. "For us? Oh, what is it?"

Mother. "Please bring me that scrap basket, Harry. Be careful; don't let the cloth fall off." (Brings basket covered with black cloth) "This is my grab bag. In it is a little gift for each of you."

Maud. "Oh, what fun. May we begin now?"

Mother. "Yes, dears; but you must shut your eyes tight before you grab. Maud, you may come first."

(All crowd around Maud, who unties package and holds up gift.)

Maud. "Oh, I see what I have. A dear little hatchet with two cherries on it, and I know the story about it, too."

Children. "So do we,"

Mother. "But I am sure we would like to hear Maud tell it."

Maud. "When George Washington was a little boy, his father gave him a new hatchet, and he cut down his father's favorite cherry tree with it. When his father heard of it, he was very angry and asked George if he did it. George said: 'Yes, father, I cannot tell a lie. I did it with my little hatchet.'"

Mother. "Now Harry, it's your turn."

(Harry reaches into the basket, pulls out a roll, and unfastens it.)

Harry. "Mine is a lady sewing on our flag."

Fred. "Don't you know who it is? It's Betsy Ross, making the flag for Washington."

Mother. "Do you know what the stripes stand for?"

Fred. "Yes, mother; the thirteen original colonies."

Mother. "Very good, Fred."

Ida. "My teacher told us that red says, 'Be brave;' white says, 'Be pure;' and blue says, 'Be true.'"

Mother. "That is very good to remember, Ida. Now let's all sing 'Three Cheers for the Red, White, and Blue.' (Singing)

Mother. "Fred, you are next."

(Fred draws another roll.)

Fred. "Oh, I know mine. It is a picture of Washington crossing the Delaware."

Mother. "Hold it up so we all can see."

Ida. "Tell us the story, Fred."

Fred. "Washington was head of the army fighting against the British. He heard that his enemies, the Hessians, were having a Christmas ball at Trenton, and so that night he crossed the Delaware River with his soldiers, took the Hessians by surprise and defeated them."

Maud. "Just see all the ice in the river."

Mother. "Yes, the river was full of floating ice, and many times Washington thought the boats would sink."

Ida. "Now it's my turn." (Ida draws another roll.)

Ida. "Oh, mine is a picture of Washington and his beautiful white horse."

Harry "There is a picture like that in our public library."

Mother. "Read what is written below the picture, Ida."

Ida. "George Washington, First President. First in Peace, First in War, First in the Hearts of his Countrymen."

Mother. "I wish that each of you would learn that. He was called the Father of his Country and was a great soldier and a great statesman."

Fred. "Let's give three cheers for Washington."

All. "Hurrah! Hurrah! Hurrah!"

Mother. "Ida, please run upstairs and ask father to come with us. We will have our flag raising now, and he can make the speech."

Ida. "What can we do?"

Mother. "Well, let me see. After Harry and Fred have hoisted the flag, you might give the salute. Do you know it?"

Children. "Oh, yes, mother."

Mother. "Please stand in a row and rehearse it for me." (Children take places, hands raised to foreheads.) "All ready." (Children repeat salute.)

Mother. "That is finely done. After father's speech, don't you think it would be nice to sing 'America'?"

Children. "Yes, indeed."

Mother. "Let us try the first two verses." (All sing.) All be thinking of other patriotic songs to sing. "Now, Ida, if you will get father, we will take the flag and meet you at the front door."

(Mother removes flag from easel and all leave the room)

A Legend of St. Valentine

There is an old legend that runs in this wise:

A long, long time ago there lived in France a priest who was a friend and confidant of all children. They came to him with all their troubles, sure of his sympathy and interest, no matter how small their troubles seemed to be. Their prayers were told him, and they learned from him the form of their childish petitions. The fame of his gentleness and kindly interest spread far and near, and the children came to him in such numbers that he had no time to settle all their little difficulties and disputes.

Seeing this, and feeling sorry that any child should go away from him uncomforted, he asked them to write out all their little petitions and send them to him unsigned, and said that he would burn them and the smoke would carry the little message to its destination.

Sometimes these notes were messages of love and gratitude to their kind friend. After a while the good man died, and it became a custom for the little children to send tokens of love to each other on his birthday, February 14th.

They sent them unsigned, and to this day the same custom is observed.

The Best Valentine

"But where will any valentines come from, way out here in the country? The postman doesn't come, and then there are no children near enough to send me any. Oh, dear: I wish we were back where we used to live." The tears were in little Alice's eyes ready to fall as she stood by the window of her new country home.

Her father and mother had just moved from their town house out into the country, where they expected to live for a while. There were no houses near enough to see from the windows of this home, whereas in their town home they were to be seen from every window. And as Alice remembered her last St. Valentine's Day, when the door-bell kept her busy running to get the beautiful little messages left for her on the door-step by loving friends, she grew sad and lonesome.

She was feeling very unhappy when her mother found her with her face pressed against the window-pane and saw the hot tears running down her cheeks,

"What can be the matter with my little girl?" She said, as she folded Alice in her warm, loving arms. "Let me see if I cannot chase away some of these clouds. Look:"

On the table near was a package which Alice was told to open. The lonesomeness was soon forgotten, for in the package was a box filled with many beautiful papers, pictures, little scissors, some beautiful ribbon, and everything needed to make many valentines, enough for all the people Alice knew and many more. Besides there were envelopes to put them in. Together Alice and her mother set to work to make valentines, and each day

before the day came to send them, they worked making all sorts of shapes, sizes, and colors.

Alice was sure she had never seen such beautiful pictures as she found in that wonderful box. There were tiny babies just learning to walk, and little white sheep and lambs; but the prettiest ones of all, she thought, were the little white doves with letters in their bills.

When the last ones were finished, Alice began to wonder how she was to send them to so many people. When she asked her mother, she was advised to: "Ask father; perhaps he can help you."

Alice ran to him and asked him if he could help her.

"If you will get your warm coat, cap, and mittens on, and mother is willing," he said, "you shall go with me to the postoffice this morning to post them."

It did not take Alice long to get ready, and as far as she could see her mother from the carriage window she waved her hand back to her. When they reached the post-office, the post-master lifted Alice up to the little hole just under the office window, and let her drop all the valentines into the box herself.

She was truly a happy little girl, and went to bed that night feeling as if she had already had the happiest valentine time in all her life. While she slept, however, there was much hurrying to and fro through the house getting ready for little Alice the valentine she had most wished for all her life—but she heard nothing.

The next morning the sun was shining in on her bed before Alice was awake, and when it finally did awaken her the house seemed so still she wondered what could be the matter. She hurried and dressed herself as best she could without help, then stole quietly down-stairs, thinking she would surprise her father and mother. When she pushed open the dining-room door and peeped in she held her breath, then ran quickly to her father, who sat by the fire, and jumping up into his lap, cried:

"Father: Does it belong to us?"

"Yes Alice; how do you like him?" answered her father, as he picked up a little white bundle from the nurse's lap and showed Alice the tiny red face within. "He is your valentine."

Here was the very little brother she had waited for so long.

Tears of joy were in her eyes now, and when the baby boy was laid in her lap she said,

"This is the happiest Valentine Day I ever had."

SCHOOL EXTENSION.

Summary of the Report of the Committee on School Extension Presented at the Convention of the National Municipal League, Buffalo, Nov. 16th, 1910.

"We have the public school plants, but most of us no more appreciate what it means to have these possessions than the people in Europe, before 1492, appreciated what it meant to have the earth. There was a whole hemisphere of incalculable wealth and opportunity about which they knew nothing. And in the public school plant, there is a hemisphere of value unrealized, undiscovered by those who think of it as simply a building for the education of children, with the added use of an occasional evening school."

This paragraph opened the report of the School Extension Committee, which occupied, with the discussion that it brought forth one of the most interesting sessions of the Convention of the National Municipal League, at Buffalo, Nov. 14th to 18th. This Committee on School Extension was appointed as a result of the account of the civic and social uses which the people of Rochester, N. Y., make of their public school buildings, which was given at the 1909 Convention of the League at Cincinnati by Edward J. Ward, at that time supervisor of Social Centers in Rochester, and now Advisor in Civic and Social Center Development in the Extension Division of the University of Wisconsin.

The report began with a definition of the term Social Center as "The public building or group of buildings and grounds which form the capital of the neighborhood, the focal point of its common educational, recreational, political, and social life, the institution which is to the neighborhood, or smaller division of a city, as the Civic Center is to the City as a whole." It was pointed out that the complete, fully equipped neighborhood or social center has not yet anywhere been realized but that in every community in country and city the public school plant is the present, easily available nucleus of such a center.

The fundamental importance of the social center as a place for the development of intelligent public spirit through the open presentation and free discussion of public questions was pointed out in two papers on "The Historic Antecedents of the Social Center." One by Prof. Charles Zueblin; the other by Dr. Samuel Crothers, each of whom traced the

line of ancestry of this modern institution from the primitive gatherings of free men in ancient Greece and Rome and Palestine, down through the Folk Note and the Landsgemeinde of Northern Europe, to and through the old New England town meeting, and the citizen gatherings in the little red schoolhouse back home. "The larger use of the schoolhouses and the organization of Social Centers are not novelties. They are the twentieth century revival and expression of that democratic spirit which has been vital at intervals, for more than two thousand years," said Prof. Zueblin. While Dr. Crothers closed his paper with the words, "Those who are opening our schoolhouses for the largest public service are simply carrying on the traditions of freedom."

The strongest emphasis in the report of the Committee was placed upon the use of the school buildings for non-partisan gatherings of citizens for public discussion. In his paper on "Public School Buildings as Neighborhood Civic Club Houses," Henry C. Campbell, President of the Milwaukee Federation of Civic Societies and managing Editor of one of the leading papers in the Northwest, pointed out the feasibility and need of this fundamental use. Speaking from his observation as well as theory he said, "It is no exaggeration to say that, in making the schoolhouse the forum of the people, lies the chief hope of perpetuating the republic and of perfecting its institutions."

"The Public School Building as Non-Partisan Political Headquarters" was the title of a strong paper written by Livy S. Richards, Editor of the Boston "Common," in which he compared the benefits of this use of the public school building with the present results of the use of saloons for this purpose. Mr. Richards, like Mr. Campbell, wrote from personal observation, for he was formerly in Rochester and was acquainted with the movement there. His conclusion was that "The Public Schoolhouse is the appropriate Headquarters for Non-partisan Politics."

In this connection was noticed the advantage of the permanent installation of voting machines in public school buildings and the use of these buildings as polling places, from the educational viewpoint, in the teaching of Civics to the children and particularly to the foreigners in the evening schools; from the point of view of economy (it being shown that this use of the school buildings would effect a saving of \$7,500 or more a year in a city of

the size of Buffalo), and from the view point of the Woman Suffrage movement, in providing a place fit for women to vote in.

The paper on "The Relation of the Civic Use of School Buildings to Public Service" was made up of statements from such public officials as former Governor Chas. E. Hughes, Mayor Gaynor, Mayor Whitlock, Mayor Seidel, and from Aldermen and Councilmen in various cities. The words of Mayor Seidel expressed the common opinion of these public officials. "As a Public Servant, I welcome the opportunity that this sort of gathering gives, for a free and open discussion of topics of common interest upon a non-partisan platform. Such a discussion will help the servants of the people to learn what you desire and it will furnish a chance for the public servants to talk over with the people the matters in which they seek to represent them. I hope that your example may be followed in every neighborhood until misunderstanding and prejudice shall have been removed by the development of civic friendliness and intelligent public spirit."

In a paper on "The Public School Building as a Local Health Office," Dr. G. W. Goler of Rochester outlined the health program for the modern city, making use of the public school system as a base. As one of the leading health officers of the country, his paper will be received, with serious attention, when it is published.

In a paper on "The Public School Building as a Branch Public Library," Miss L. B. Stearns, perhaps the leading exponent of Library distribution in the country, starting from the fact that "Experience has shown that where no efforts are made along the lines of Library Extension only ten per cent, or at the most, twenty per cent of the people in any community are reached," made a strong plea for the establishment of a local Branch library in every school building.

Upon "The Public School Building as a Free Lecture Center," Dr. Henry M. Leipziger, the head of the great lecture system in New York, wrote, giving an account of the successful use of school buildings for this purpose.

"The School Building as a Recreation Center," was treated of by Dr. Edward W. Stitt, also of New York, and the fact was pointed out that the provision of wholesome recreation under wise supervision is on every account economical, and that the public school buildings afford the ideal places for this provision.

John Collier, Executive Secretary of the National Board of Censorship of Motion Picture films, furnished a striking paper upon "The School Building as a Motion Picture Theater," and the benefit of this development, both in education to the children and older people in the various communities, and in the elevation of the tone of the whole motion picture world.

Hon. William D. Foulke, who was the next day elected President of the League, gave a very interesting account of "The Use of the Public School Building as a Public Art Gallery," in which he told of this development in his own town of Richmond, Indiana.

"The School Plant as a Center for Civic Festival and Holiday Celebration" was the title of a suggestive paper by C. S. Martin, Superintendent of Public Recreation in Columbus, Ohio.

The relation of the social center development to the problems of rural life was treated in a comprehensive paper on "Social Centers in the Country," which gave the results of an extended investigation by Chas. W. Holman of Dallas, Texas.

Following this separate treatment of the various uses which are being made of the public school buildings in addition to their prime use, Clarence Arthur Perry of the Bureau of School Plant Utilization Inquiry of the Sage Foundation, gave a survey of the present actual developments throughout the country, saying that there are now, something over a hundred cities in which a wider use is being systematically made, and speaking in detail of the work in some eighteen cities in which there is extensive development.

In a series of papers the relations of the Social Center to various existing institutions were considered and set forth. Prof. Edward C. Elliott in a carefully prepared paper on "The Relation of the Social Center to the Regular School," pointed out the advantages in equipment, support, and interest which come through the wider use. His article was supplemented by the statements of several school principals who spoke of the practical benefits which came to their schools through the extension of their use as neighborhood centers.

Mrs. Edwin C. Grice, President of the Philadelphia Home and School Association treated of "The Relation between the Social Center and the Home," showing that this development does not rob but does benefit and supplement the home.

In a paper on "The Relation of the Social Center to the University," Prof. Louis E. Reber, Dean of the Extension Division of The University of Wisconsin, gave the various ways in which, through social center development, the various communities may take advantage of the resources of the University in lectures, discussion material, selected libraries, moving picture films, and lantern slides.

"The Relation of the Social Center to the Church" was presented by Rev. Richard Edwards, University Pastor of the Congregational Church of Wisconsin. In it he pointed out the promise of the social center movement to serve the great end toward which the church aims, of developing a better social condition.

Robert A. Woods, of South End House, Boston, writing on "The Relation of the Settlement to the Social Center" showed that, as in other social developments, the settlement furnishes simply the pioneering experiment station, blazing the way for the broader and more democratic developments in connection with the public school building.

Prof. George M. Forbes, President of the Board of Education of Rochester wrote out of his home experience upon "The Relation of the Social Center Development, and especially the Neighborhood Civic Club Gatherings to Progressive and Educational and Reform Movements of all Kinds," showing how this sort of gathering furnishes the medium through which the people may be easily reached and in which such movements may find ready popular understanding and consideration.

The report closed with an article by Chas. E. Knowles, formerly secretary of the Buffalo Social Center Association on "Some of the Difficulties to be overcome." Mr. Knowles wrote from the point of view of the Buffalo movement, which seems to have encountered more difficulties than the movement in any other city.

The large number of persons interested in the Social Center development in Buffalo as well as the interest of the delegates furnished a live audience and the discussion which followed the presentation of the report showed a unanimous feeling on the part of those present that the wider resources in the use of public school plants as nuclei for social center development is likely to be carried forward rapidly in that city as in other places over the country.

The full report of this committee will be published in book form in the near future.

RELIABLE KINDERGARTEN TRAINING SCHOOLS OF AMERICA

Miss Laura Fisher's

TRAINING SCHOOL FOR
KINDERGARTNERS

Normal Course, 2 years.
Post-Graduate Course.
Special Course.

For circulars address
292 Marlborough St., BOSTON, MASS.

KINDERGARTEN TRAINING SCHOOL

82 St. Stephen Street, Boston.
Normal Course, two years.

For circulars address

Miss Lucy Harris Symonds

Miss ANNA COOLIDGE RUST'S

Froebel School of Kinder-
garten Normal Classes

BOSTON, MASS.

Regular Two Years' Course.
Post-Graduate Course. Special Courses.
Seventeenth Year

For circulars address

MISS RUST, PIERCE BLDG.,

Springfield Kindergarten

Normal Training School

Two Years' Course. Terms, \$100 per year.
Apply to

HATTIE TWICHELL,

SPRINGFIELD—LONGMEADOW, MASS

Kindergarten Normal Department

Ethical Culture School

For information address

MISS CAROLINE T. HAVEN, Principal,
Central Park West and 63d St.
NEW YORK.

Atlanta Kindergarten

Normal School

Two Years' Course of Study.
Chartered 1897.

For particulars address

WILLETTE A. ALLEN, Principal,
639 Peachtree Street, ATLANTA, GA

CHICAGO KINDERGARTEN

INSTITUTE

54 SCOTT STREET

Fall term opens September, 1910.

Diplomas granted for each of the fol-
lowing: Regular Kindergarten Course
(two years). Post-Graduate Course for
Supervisors and Training Teachers (one
year). Home-making Course, non-pro-
fessional (one year).

Credit in connection with the above
awarded by the University of Chicago.

Residence for students, 54 Scott St.

For circulars apply to

Mrs. Mary Boomer Page,
Miss Frances E. Newton,
Miss Caroline C. Cronise,

Directors, 54 Scott St.

The Harriette Melissa Mills Kinder- garten Training School

In affiliation with New York University.
For information, address

Miss Harriette M. Mills, Principal
New York University Building,
Washington Square, New York City.
Kindergarten Courses given for credit
at New York University Summer
School



CHICAGO KINDERGARTEN COLLEGE

1200 Michigan Boulevard,
CHICAGO, ILL.

Unusual Opportunity for Primary
Teachers. Special course begins
February 6th, 1911.

Mid-year Term opens February 7th, 1911

Mrs. J. N. Crouse, Elizabeth Harrison,
Principals

The Philadelphia Training School for KINDERGARTNERS

Mrs. M. L. van KIRK, Principal

Re-opens Oct. 3, 1910

1333 Pine Street, Philadelphia, Pa.

TRAINING SCHOOL

OF

The Buffalo Kindergarten Association

Two Years' Course.

For particulars address

MISS ELLA C. ELDER,

86 Delaware Avenue, - Buffalo, N. Y.

Miss Cora Webb Peet

KINDERGARTEN NORMAL TRAINING
SCHOOL

Two Years' Course.

For circulars, address

MISS CORA WEBB PEET,

16 Washington St., East Orange, N. J.

CLEVELAND KINDERGARTEN TRAINING SCHOOL

In Affiliation with the

CHICAGO KINDERGARTEN COLLEGE

2050 East 96th Street

Cleveland, Ohio.

(Founded in 1894)

Course of study under direction of Eliza-
beth Harrison, covers two years in Cleve-
land, leading to senior and normal courses
in the Chicago Kindergarten College.

MISS NETTA FARIS, Principal.

MRS. W. R. WARNER, Manager.

TRAINING SCHOOL OF THE LOUISVILLE FREE KINDERGARTEN ASSOCIATION

1135 South Fourth Ave., Louisville, Ky.

Mary D. Hill, Supervisor,

rs. R. D. Allen, Co-principal.

For particulars address Supervisor

Dr. Earle's N. Y. Froebel Normal

INCORPORATED. REGISTERED STATE REGENTS
KINDERGARTEN, PRIMARY CLASSES, PLAYGROUND AND
SETTLEMENT WORKERS' COURSES.

Graduate Courses in Supervision and for all New York City and State Licenses

Lecturers Furnished for University Extension Courses. Dormitory Accommodations for Resident Students

Address for circulars,

Dr. and Mrs. E. Lyell Earle, Principals.

The Kindergarten-Primary Magazine

VOL. XXIII—MARCH, 1911—NO. 7

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

EDITORIAL NOTES ON NEW BOOKS.

E. LYELL EARLE

A Notable New Book.

There has just appeared from the press of MacMillan Co., publishers, a text book on the Principles of Education, by Prof. Ernest Henderson, of Adelphi College, Brooklyn.

A hurried reading of the work in general and a more careful perusal of certain chapters, has convinced the editor of this magazine that the work is truly monumental in character.

Within the past three years we have had many books on education and from present indications we are threatened with many more, with very little justification for the appearance of many of them. The scholarship evidenced in no small number of our recent pedagogical books seems at times very elementary in character. Some of the educational books are sometimes little more than encyclopedic excerpts or crude class notes, hastily thrown together, with little care and less dignity.

A censor Librorum would be busy fulminating anathemas against odious pedagogy and still more undignified literature.

There have, however, been several exceptions to this general inferior character of ped-

agogical books. Prof. Row's work on Habit; Dr. McMurray's How to Study, are two notable exceptions; while Prof. Henderson's new book does not fall short of either of them in dignity of conception and style of execution. Prof. Henderson possesses a larger amount of philosophical and literary culture than falls to the lot of the ordinary pedagogue. The result is that his book assumes a dignity of conception comparable in many respects to the works of Dewey and the late Prof. James.

The author brings to his subject a world wide view of present and passed conditions, and no little prophetic insight into the probable future needs. This larger view enables him to embrace all education as a science to consider in a sane, though no ordinary manner, the functions of such a science.

Did the scope of our magazine justify it, we should be happy to go into the work in more detail; this, however, we shall leave to the reviewer of the larger and more general magazines. We cannot, however, leave the subject without urging on every kindergartner and primary teacher, as well as instructors in training schools to make the book a necessary text for both students and for those engaged in the work of making teachers.

The introduction which deals with the author's conception of the aim of education is the most comprehensive statement of that now hackneyed subject that we have found. Where it deals with education as a factor in organic and social evolution, it gives the latest and safest statements in regard to readjustment and its types as well as a more convincing summary of the place of heredity in education as well as of the place of education itself in society.

Part two has to do with the processes of education in the individual, and we commend to the reader especially the chapter on recapitulation, and education of the reason and the chapter on play, from which large excerpts are made in this review.

Part three has to do with the educational agencies, namely the institutions that educate and the educational materials they use, with an intensive study of the evolution of the school, the function of the school, and the place of liberal and vocational education.

The following excerpt from the chapter on play will convince every kindergartner and primary teacher and instructor of the value of the book in every training school, and in every teachers' library.

PLAY.

General Theory of Play.

Among the forms that educational activities assume, that of play is so important as to demand a special chapter in the theory of education. Play is the characteristic activity of infancy; and infancy is the time of special capacity to learn. Hence, it would seem like a logical conclusion that the fundamental educative activity is play. Indeed, there can be little doubt that this proposition is very near the truth.

At the outset of the discussion of our topic, it is necessary to distinguish between the play of children, and that of adults. While the latter grows out of the former, and is, perhaps, fundamentally the same, still there are some differences in motive, and there may be a very large contrast in function. Play is commonly understood to mean any activity pursued for its own sake without reference to the utility of its results. Herein both adult and child play agree. But in the plays of the child the educational utility is far more in evidence than in those of the mature person.

Taking up the play of children, one comes at once upon a very interesting question. Why should the child like to do that which is of such value in his development? The proper answer would seem to be that it is because the activities of play are instinctive. This characteristic renders them inevitable and pleasureable without thought of consequences. The child must play, first, because he has instincts and must strive to satisfy them, and second, because his equipment of instinctive acts and habits by means of which the instincts may be met is imperfect. He lacks strength, maturity of instinctive associations, adequate equipment of habits and experience. He feels the force of the instincts and expresses them through immature forms. This is child play. That he does not feel dissatisfied with such activity, and long for such results as mature power can achieve, is due to two subsidiary conditions. The first is that through fostering agencies he is supplied with those necessities which it is the business of the instinct to urge him to seek. He is not driven by

harsh need of self-support to realize the difference between play and mature activity. The second is, that through imagination he is able to invent a world of make-believe, and thus bridge the gap between what he wants and what he can get.

The theory of play thus outlined is essentially that of Professor Groos, and may be said to be the one most generally accepted. Other theories, the "recreation" theory of Lazarus and the "surplus energy theory" of Schiller and Spencer, may be said to be suggestive and contributory, but not fundamental. That adults turn, when they play, to some activity other than that which is wearied is an usual, though by no means an universal rule. Play is not always recreative. Again, if we were to suppose this to be its function, we might well ask the nature of the forces that lead to so beneficent an activity. To say that men turn to play because they are tired of work is at best a merely negative explanation. Why do they not content themselves with resting? If the answer is made that the most effective rest is in recreative activities, one wishes to know the impulses that drive towards these. The only answer is that they must be positive instincts, which cause certain forms of activity to delight for their own sake.

Thus, even with the adult the recreation theory cannot explain positive activities of play. To the child, in whom play is the typical activity, the view seems to have no application. The same difficulties beset the surplus energy theory.

Just as play is not always recreative with adults, and seldom so with children, so the young and sometimes even the old play when they have little or no surplus energy. It is well known that children will play when they are tired or sick. It is true that a playing child will, other things being equal, be likely to employ powers that are not fatigued, yet if the incitement be sufficiently strong, he may continue to strain his jaded muscles. Thus the surplus energy theory merely serves occasionally to explain why children choose one sport rather than another.

The form of play cannot be determined apart from the instincts. In his sports the child manifests the fundamental needs of his life by such activities as he is able to command. That these activities are only playful is primarily due to the fact that he is only a child. Even with men play usually takes the

form of some occupation in which the player is merely an amateur. In general, activity will be playful when it is immature, or when the situation that evokes it is not such as to demand, or, perhaps even to admit, it serious exercise. The so-called instinct to play can probably be resolved into the various instincts that give form to the play impulse. The instincts are so powerful that they can drive the individual into activity. They make him essentially an active being; to seem to love activity for its own sake, so that when he is not coerced into work he must, unless exhausted, turn to play.

Since we have so far discussed in the main the play for children, we have had in mind an activity which has no special utility except that which is educational. But if play is defined as that activity which is attractive for its own sake, it is not of necessity without consequences that are valuable independently of their educational significance. Play may or may not be serious. Similarly, work, which commonly means activity for the sake of some ulterior end, may be so pleasant that one would continue it even though its utility were absent. Thus the boundary lines between play and work seem vague and indeterminate. From the practical point of view, however, a distinction can be made. Wherever utility is so important that it would constrain one to a certain activity, even though this were not attractive in itself, there we have work. On the other hand, wherever the motive of utility is relatively insignificant, there the activity may properly be called playful. Thus with adults, play means the avocation, work the vocation. One's vocation may be delightful to him, yet he feels that he cannot abandon it, even if it were irksome. On the other hand, we feel no such coercive motive in our avocations.

With the lower animals and primitive men play leads insensibly into both vocation and avocation. In fact, in these cases no sharp line of demarcation exists between the two phases of adult life. In civilized society there is some doubt as to whether play can be used to any extent to give specific preparation for the vocation. This issue will be debated later. But there can be no question that the play of the child leads into the avocations of the man. There is a continuity between the games of childhood, and the incidental pursuits of later life which it is of great importance for education to note and to respect.

We may sum up the contrast between the play of children and the avocations of men somewhat as follows: Child play functions mainly as an education. The avocation is partly educative, but it also serves as a recreation, as contributory to social efficiency by fostering contact with others in a variety of ways, and as productive of many results of direct utility, such as artistic surroundings. Both child play and the avocation are pursued from interest in the activities for their own sake. In the case of the child, this interest is not clouded by any feeling of the lack of importance in what he is doing. The fact that the vocation does not exist for him, coupled with his powers of make-believe, suffices to render him contented with play. In the man the avocation is often felt to need excuse. It may be justified because it appeals to the judgment as to what is really desirable or in good taste, or because of the need of recreation, or because the person has a right to do as he pleases with his idle time. The interest in the avocation may spring from its conformity to the tastes of the individual, from an intense desire to be active, a surplus energy that, owing to the situation of its possessor, finds no need of discharging itself in the pursuits of a vocation,—or from a survival of child interest in certain specific activities. This last feeling may be intensified by reverberations in memory of the joy of childhood in similar pursuits. It is doubtless largely this that makes some so fond of witnessing as spectators sports in which they formerly took part as players.

There is yet another phase of adult play that needs consideration. The play of the child often becomes the serious pursuit, the work of the man. This happens because of its grip upon social interest. Through the game or the avocation one may gain praise, prestige, and indirectly, many other benefits of the highest utility. Hence men pursue such occupations, not for their own sake, but for their utility. Again, their hold upon human interest renders it profitable for some to make a vocation of catering to the taste for them. The professional athlete, the actor, the artist, perhaps one may even say the scholar and investigator, come into existence because men are willing to pay for the entertainment they afford. The avocation of the many becomes the vocation of the few.

Hence it comes about that the game that at first functions mainly as an education proves

useful, not merely for recreation, but also as the serious business of life. The pursuits of leisure become included among the vocations. That this should continue to be so, however, requires that these activities should be for the mass of men avocations. Thus the play of the child, in leading into the avocations of the man, is preparing a social demand in which a large number of the vocations take root.

Ultimately the callings that cater to what have been historically the leisure interests of life will, doubtless, far overshadow the others in the numbers that are concerned in them.

The play of children, then, consists of the immature manifestations of their instincts. Such activities lead on into the large mass of interests that sustains among men all pursuits except those that minister to the simplest necessities of life. That which men do for the sake of doing is that broader phase of their lives in which they join with humanity to create the standards of life,—the demands which men in their vocations strive to supply. Thus play educates, not so much in the vocation, as in those motives that make work, whether in the child, or the man, seem worth while.

THE TEST OF THE CHILD'S KINDERGARTEN TRAINING.

By Ada Van Stone Harris.

That the kindergarten has been a powerful influence in the educational world by forcing new life into our schools there is no doubt. The happy results which have followed its introduction into the public school system have induced many in control of school affairs to aim to extend its influence into the grades beyond the kindergarten, or sub-primary stage of education. While, in instances, results have been charged with contumely and futility because material was expected to bring results by mere placing, without appreciation of their spirit or use, still the kindergarten ideal as embodied in the philosophy of Froebel has helped American education to evolve from the darkness of struggle to the light of triumph. It has helped many communities and individuals, parents, and teachers "to shed the chrysalis of the Dark Ages." Schools that have been little more than cramming factories, where children underwent a sort of uniform stuffing process, have been quickened to a new life through the kindergarten spirit and philosophy.

Miss Vandewalker, in her book "The Kindergarten in American Education," has shown us, in a masterly way, to what extent the kindergarten has served to modify and recast educational thought and procedure by opening up an avenue to progress as yet but little developed. It is safe to say that in no other country of the world has the kindergarten taken so strong a hold and made so great progress as in America.

That great reforms move slowly, and the inertia of the masses of the people cannot be overcome except by the accumulation of force, even in so noble a cause as the kindergarten, many of us who are in the active field too well know.

Definite data regarding the really tangible results which come from this training can only be given after the most careful research and study of many thousands of children in different localities and under varying conditions. It is necessary to follow the development of these through the elementary school course, and is a needed study which some society of scientific research might well attack in the near future.

Those of us who have a working knowledge of the kindergarten philosophy and methods and who have watched the progress of kindergarten groups of children through the elementary school, would be inclined to immediately answer in the affirmative if confronted with the question, "Does the child who has had kindergarten training pass through the grades more rapidly than one who has not?" Of one thing we are confident, if the child does not pass more rapidly, experience and observation lead us to believe he progresses more freely and intelligently. He demonstrates at every turn that he is a possessor of self, sees more, gets more, gives more, is more. He compasses a wider range because of his experience.

Froebel's central idea of education being the cultivation of the child as a living, growing organism, and the purpose of life being to unfold all the latent powers and possibilities of the individual,—the need of the school, then, is to bring about such physical, social, and spiritual adjustment as the child's unfolding powers require. Hence the great purpose of education should be to provide such an environment as will best help that life to express itself most perfectly,—be the best revelation of the Christ, reflected through his humanity.

Childhood is the same the world over. It, with the laws of development, remains the same. It is, however, greatly modified by variable factors, the many conditions of family and social life, climatic environment and influences. While the reaction of these influences differs with individuals, two elements—"the child" and "the laws of development"—remain the same. These factors, variable and constant, the true kindergartner keeps ever in view.

In the kindergarten the aim is not to give definite knowledge but to give freedom to child nature, to stimulate and fix wholesome interest, to arouse and quicken the senses, to direct the child's development in channels which, if followed, will lead him to well-balanced, law-abiding citizenship, and make of him a good neighbor and a helpful member of a household.

For good citizenship, either in the kindergarten or the larger adult civic community, certain essentials are recognized. There must be civic pride, refinement of tastes, regard for law and order, respect for the rights and privileges of others, love of family, simple virtues necessary in an equipment for the better things of life.

If an education embodied in the public school is to perform its highest mission, it must do more than teach children the rudiments of knowledge, give them skill in handicraft, instill patriotism and love of home, though all these are essential and necessary. There must be an inspiration to higher ideals, there must be created a holy ambition to make the most and best of life and of every opportunity which comes. This the kindergarten holds as its ideal and best motive, and in this the kindergarten takes the first step of a school system toward accomplishing.

The underlying principles of its scheme of work are the cultivation of a recognition of our dependence and interdependence in life relationships, in family and society. It seeks to bring about coöperation, that medium of the best results in all human endeavor. It seeks to cultivate the spirit of loving service; to train in ability to express in simple, clear language the child's observation and experiences; to quicken the intellect, develop observation and attention; to invigorate the body; to give the trained hand and the watchful eye; through "doing" and "being" to train in right habits of obedience, punctuality, order, industry, self-control, courtesy, reverence.

How does it attempt to fulfill this mission?

Through the repetition of nursery rhymes, stories, finger plays, interchange of home, school and playground experiences; through the memorizing of simple songs and verses, comes the gain in language power and a constantly increasing vocabulary as the result of larger associations and experiences. Through the stories told and retold, the child's literary taste is cultivated, and he is lifted out of his personal experience into a larger world. His imagination is directed into worthy channels, peopled with high ideals. Through the care of animal and plant life, the making of gardens, the collecting of leaves, seeds, cocoons, shells, etc., through walks and excursions, his powers of observation are directed and nurtured. Through varied activities furnished by rhythmic movements, by games and plays, he gains strength and control in physical development. Through music he gains an idea of tone, and an appreciation of rhythm. Through hand work, building with blocks, outlining and designing with tablets, sticks and seeds, modeling in sand and clay, drawing, cutting, folding, painting, weaving, and sewing, his powers of attention, discrimination, and association are trained. Through the constant contact with objects he gains a stock of mental images helpful in grade work.

Does the kindergarten really accomplish what it claims?

The following **questionnaire** was sent to school principals in a limited number of localities: What proof have we, in your judgment, of "the Test of the Child's Kindergarten Training" as shown in his work in the elementary grades under the following heads?

1. Does he progress through the grades more rapidly, and if so, by what means is it apparent?

2. Does the child show any marked ability in (a) keener observational powers? (b) language development? (c) ability to work with his hands? (d) ability to adapt himself to the community?

3. Is he a better citizen?

The replies were most varied in character, and both favorable and unfavorable to kindergarten work. Following are a few of them:

1. "They are inaccurate and weak throughout on facts and details which are hard to master, due to lack of application and persistence."

2. "Of sixty-eight children who have attended kindergarten in grades three to nine

inclusive, I find forty-two have had to repeat one or more grades."

3. "Children are easily interested so long as teachers can work with them."

4. "Their interest soon flags, and comparatively little is accomplished if required to study by themselves."

5. "They have a scattering versatility, a wide but too superficial interest."

6. "The kindergarten children are the leaders in the school athletics and games, doing errands, etc."

7. "The general testimony is that the language work is superior. If this is so, it must raise the standard of all subjects to some extent."

8. "They revolt against hard work."

9. "They have too little ability to work by themselves."

10. "They have no interest in the successful accomplishment of a given task."

11. "When the child enters the first grade we find that the kindergarten child has a decided advantage over the child who has not attended the kindergarten, in keener observational powers, in language development, and in ability to work with his hands, but by the time he reaches grade two, there seems to be little to distinguish the two classes of children. In other words, the influence is not far-reaching."

These replies evidence the lack of any standard of judgment, since there is no definite means of following kindergarten children throughout the grades. Furthermore, in any test of children it is difficult to ascertain how much is due to specific training, how much is due to general development, and how much is due to contact with outside.

Those showing satisfactory results from kindergarten training were from places where a close unity existed between the kindergarten and the rest of the system; a sympathetic appreciation and cordial relationship dominating kindergartners and grade teachers, together with a realization that all are engaged in the same great work, and that to work to the best advantage all must work together.

Too often the kindergarten is looked upon as a needless appendix to the rest of the system, receiving little sympathy and much criticism because of lack of knowledge.

In a certain school system, when the question was recently raised regarding the promotion to first grade of a group of immature

children, the principal of the school said, "The kindergarten is all right for poor children, children of the slums; but those who have comfortable homes and thoughtful parents do not need it. Children are better off in first grade. The kindergarten is only a play school."

Grant that the kindergarten is a play school, at the same time it is a means of transition from the home and free play to the school and its requirements.

Madam Kraus-Boelté says, "Play rightly understood proves itself a means of assisting the inner growth of the child, independent of formal instruction. No better discipline for the world's work can be found than in the obedience to the laws of a game, the sinking of self or personality, so that the many may participate equally. Play is the natural expression of child life." Plato says, "Man is only man when he plays."

The philosophy of the kindergarten explains how it is possible to carry the joy of play into a form of constructive effort that moves in the direction of work. All children, whether of the roadside or of the hilltops, must be trained to be persistent, selfdependent, unselfish, able and ready to overcome obstacles, and we should study to avoid making too smooth the child's road lest he become desultory and dependent, with an indulged inclination to go around rather than to surmount obstacles. This the best kindergartners keep ever in mind.

The lack of opportunities for really authoritative data on a measurable value of the kindergarten makes an absolutely provable conclusion impossible. It makes the question a debatable one—at least by those weak in sympathetic indorsement of kindergarten work and results.

But the results of the kindergarten are qualitative, anyhow, not quantitative, and that many kindergartens fail both in spirit and accomplishment is undeniable. As each grade is a preparation for the succeeding one, it devolves upon the kindergarten as the foundation of the higher school life to so equip the child that he may enter the primary school armed for its requirements and conditions. These conditions the kindergartner should studiously endeavor to comprehend, not simply theoretically but practically. Inexperience, lack of clear and appreciative understanding, sentimentality, constant supervision by a teacher, keeping the child on diluted infant's food

when he is old enough for substantial mental pabulum, were never contemplated by Froebel, and are directly contrary to his ideas.

On the other hand, there is oftentimes even greater need that the primary teacher should understand the spirit and workings of the kindergarten, the demands on the conscientious kindergarten teacher, and the undoubted need of just the instruction and opportunities which the kindergarten affords the child under school age.

While the grades succeeding the kindergarten have undoubtedly been tempered by Froebelian influence, there is still much to be accomplished to bring about a perfect blend. The elements entering into the composition of the two are so nearly allied that the atmosphere and environment should have much in common. This I know can be realized, for I have seen looks askance changed into a beehive of sociability, actuated by a common cause. I have seen inflexible first grade teachers become joyous, song-loving, game-playing beings, in an unbroken and harmonious connection with the kindergarten.

There should be a more careful grouping of children in the kindergarten according to age and ability, and a more careful grading and adaptation of programs and materials to these varying groups.

While the kindergarten is not the place for dry facts, set formulas or formulism, neither is the presence of Froebel's gifts and occupations an absolute necessity for the full rendering of his spirit and principles. Some of the most valuable work accomplished under my observation has been through the utilization of material immediately connected with and from the child's home life, or the child life. This one feature, that of recognizing that virtue of itself does not exist in the materials of Froebel, will do much to constitute a closer unity and sympathy between the kindergarten and succeeding grades.

There should be something more than the too common age qualification as a basis for promotion from kindergarten to first grade. Failure to realize the real benefits of this training for children, and placing them in an environment for which they are not ready, either physically or mentally, is undoubtedly the cause of most of the retardation.

In order to understand and appreciate what the kindergarten accomplishes as a preparation for the larger school life, there should be some

standard by which an estimate may be placed upon the development of each individual as he is provided.

The following may be suggestive:—

1. Observation; as shown in the development and ability to see and discriminate quickly.
2. Attention; as shown through building, dictation exercises, telling stories.
3. Accuracy, as shown through manual work, drawing, pasting parquetry or pictures, folding.
4. Memory; as shown in the reproduction of songs, games, and stories.
5. Imagination; as shown in originality or inventiveness. Power in the interpretation of thought through the various gift and occupation mediums, also in plays and games.
6. Discrimination; as shown through the handling of papers, sticks, and tablets of different form, color, and size.
7. Language.
8. Motor control.
9. Power of self-control.
10. Ability to co-operate.

Where kindergartners thus diagnose individual conditions, causes, and effects there will be better perspective of the kindergarten work as a whole, its influence, and its adaptation to succeeding years.

Any first grade teacher has a right to expect the child entering from the kindergarten to see correctly, to listen intelligently, to have motor control, the right notion of his relations to the group, the ability to respond to directions, to be self-helpful, orderly, able to express himself, to have had the inventive and constructive faculties awakened.

Again, it should be the duty and pleasure of every first grade teacher to make clear and definite all previous sense impressions by giving all possible opportunities for continued response through motor activities. "An impression which simply flows in at the pupil's eyes or ears, and in no way modifies his active life is an impression gone to waste. It is physically incomplete. Its motor consequences are what clinch it." It is the responsibility of the teacher in the lower grades to give most careful attention and preparation to that part of the child's life in school which is not actively engaged with the teacher; to keep alive and to direct rather than to suppress and nullify the powers aroused in the kindergarten.

This cannot be effected by placing the kindergarten materials in the primary grades. While they furnish a medium for the development of children in the kindergarten stage, the same apparatus should not be used as an expression of this philosophy at another stage. Other means must be sought for children in each succeeding stage of development.

Neither can this same development be carried on through mass teaching. The large number of children assigned to a single teacher in the primary school makes it practically impossible for her to give each child the individual attention that his age demands. The child's energy can be directed only by careful classification and grouping. The primary school ideal, then, is to recognize at the beginning of the year the differing powers and capacities of the individuals and to carry these individuals forward throughout each month each at his own gait, so that the end may find even more unlikeness than at the beginning. The kindergarten aim must be to distinguish between entertaining a child and sharing in his education. Unfortunately, the kindergarten cause is wrongly conceived by a large public and an equally large body of teachers because of this failure to discriminate.

This work requires the highest culture and intelligence. "A thorough knowledge of the universal or typical child, and a constant psychological study of each individual child."

May all teachers be led to see—
 "How baser metals in their store
 May be transformed to precious ore
 By love's strange alchemy;
 And daily seek to find
 The childish heart beneath the mind."

THE CARE AND TREATMENT OF DEPENDENT CHILDREN.

By Adele Adams Steele, Scholar in Pedagogy,
 Clark University.

At present there are about 200,000 dependent children in the United States, with an annual expenditure in maintaining them of about \$15,000,000. The work of caring for dependent children is the most helpful of all charity work and has in it greatest possibilities for permanent good. The child taken in infancy from the worst surroundings may be trained and educated into a useful and upright member of society.

But these very possibilities of growth present also a dangerous side, for it imposes great

responsibility upon those who undertake such work. When the life of a child is misdirected, it entails years of suffering upon both the individual and the community. Therefore this question of the care and treatment of dependent children should receive careful attention from all who are interested in the bettering of the race, who are interested directly in charity work, and who are and will be called upon to frame laws for the betterment of the large and increasing class of unfortunates.

There is a natural division of dependent children into two classes. First, those under two years of age, and second, those over two years of age. By dependent children is not meant defectives or delinquents.

The chief problem of the first class of children is that of keeping down the death-rate, and it is this that marks the success or failure of any system in the care of children under two years of age. Foundling hospitals are, for the most part, institutions where children die instead of live, and this condition of things is not sufficiently appreciated by the public. A death rate of 97 per cent is not uncommon.¹ In one foundling hospital, at the head of which was a prominent physician, it was found that the average number of infants in the institution was thirty; and the number of deaths in the preceding year had been forty-five.² In another institution, between July 1 and December 1, 1891, twenty-three children had been admitted, and on July 1, 1892, it was found that four of these children had been adopted, one was still in the institution, and eighteen had died. Twenty-eight infants were sent, one after the other, to a private foundling hospital by a public official, and they all died. In the New York Foundling Home, out of 366 babies received 354 died.³ Many more such instances could be cited, but these are sufficient to illustrate the well-known fact of the high rate of mortality among infants.

Of course we may partly account for this by the bad condition the children are in at the time they are received. Some are nearly dead from neglect and abuse, and others have either hereditary or acquired diseases. But that these facts are not the principal cause of the high death-rate in institutions is shown by the fact that strong, healthy babies droop and die in them; and when these abused chil-

Note—1. New York Conference on Child caring, pp. 71-2.

Note—3. Warner, A. G., *Modern Charities*.

dren are placed in different surroundings, the death-rate is almost the same as for the average population for the same ages.

The high death-rate in institutions is very often the result of neglect. The best that any institution can do is to provide one nurse for every four to eight babies. A baby requires nearly all the time of one person, and they have not infrequently been known to occupy the attention of an entire family. The nurses, being given more than they can do, often grow neglectful. If the attendants are hired, it is hard to get the best class of women for this work. If the nurses belong to religious orders, they are likely more conscientious, but are often ignorant and generally over-worked.

Feeding is the greatest difficulty. No artificial food has ever been found to take the place of mother's milk, the great importance of which is being better understood. In Germany it has recently been estimated that men in the standing army who were not nursed in infancy have on the average one-third less ability for military service than those who were nursed. School children who have been nursed outrank, on the average, those who were not nursed, and children not nursed at all have 25 per cent more carious teeth than those nursed ten months. English statistics for 1906 show the death-rate among infants **from diarrhoea to be 48 per cent greater than** those fed on cow's milk, and 98 per cent greater for those fed on condensed or artificial milk.

The baby raised in an institution lacks the love and fondling which make life worth living to the child. It is true that some great men were foundlings, but they were never placed in foundling hospitals. It has been said that the foundling hospital was the most useless institution in the world. It would be more humane to leave the child on the ground and trust to chance that someone would find and adopt it.

There are two well defined ways in which this high death-rate among destitute infants may be lessened. First, the children may be boarded out in private homes for a few days, until permanent homes for them can be found with a wet nurse. The children may either be adopted into these homes or their board may be paid for by the state. This is the system employed by the State Charities Aid Association of New York for infants under six months old. By this method the death-rate has decreased from 59.9 to 11.6 per cent.

Second, the number of desertions may be reduced. Of all the destitute children only about one-fifth of them are orphans, by far the greater part being deserted by their parents. The conditions upon which children are received exert a great influence upon the numbers. The method in use in France up to the 19th century was to provide the foundling hospital with a double cradle; when a child was placed in the cradle on the outside of the building it revolved, depositing the child inside, ringing a bell as it did so, and turning the other cradle out ready for another occupant. This plan enabled the mother to place the child in and get away before anyone saw her. The object was to allow the mother to rid herself comfortably of her illegitimate offspring, so that she might not be tempted to infanticide to hide her shame. The result of this plan was so to lessen the regard for family ties that more children were murdered outright than when it was harder for the parents to rid themselves of their children. It is a well established fact that easy disposal of offspring promotes illegitimacy.

The foundling asylum of the Sisters of Charity in New York City placed a cradle in the vestibule where mothers could leave the children without being seen. The first year 1,399 babies were placed in the crib, nearly four a night.⁴

All cases should be thoroughly investigated and where the mother can be found she should be encouraged to keep the child. She should be given help if she is not able to support both herself and it. If the child is illegitimate, the mother's maternal instinct is the best thing about her, and she can be saved through it or not at all. With a little kindly aid she can be helped to support herself and it. One New York society has found 5,327 situations for mothers with children, nearly all of which were in the country. In Philadelphia between four and five hundred mothers with their children are sent yearly to service places in the country. The life of a destitute woman with a child to support is very hard, but she will be happier if helped to keep it than if she is helped to get rid of it. Of course, if a mother is vicious, or diseased or immoral, then the taking of the child from her is justified. In the case of illegitimacy the guilty man should be found if possible, and made to support both mother and child.

Note 4—New York Conference on Child Caring, pp. 71-72.

In the case of the second class of children, or those over two years of age, the problem changes from one of merely keeping them alive to one of intellectual and moral training.

The death-rate among children over two years of age is very low, either when kept in institutions or placed in families, so the success in dealing with them is measured by the degree of efficiency which they reach, morally, physically, intellectually and socially.

In order to show the development which has taken place in the care of dependent children we must notice three different stages in the history of their care.

In the United States, almshouses were first built by the large cities, Philadelphia, New York and Boston each having them before 1800. In the almshouses the children were housed and fed along with paupers, insane, feeble-minded, blind, deaf, dumb and sick. They were cared for in part by the female prisoners from the jails and workhouses, which were often connected with the almshouse. Usually no education was given the children, nor were they generally taught any of the useful arts. Contagious and infectious diseases were contracted from the adult inmates, and the moral contamination was even worse. Altogether their condition was very deplorable. Gradually, though, the conditions were improved and finally instruction in the common branches was given.

But it was not until 1875 that the state of New York passed a law prohibiting the commitment of children to almshouses. Such a law was also enacted in Massachusetts in 1872, in Michigan about 1874, in Wisconsin in 1878, and in Pennsylvania, Connecticut and Ohio in 1883. In only *twelve states* has such a law been passed providing for the destitute children in some decent way, and forbidding their commitment to poor-houses. This delay in the removal of children shows the slowness with which reforms proceed.

In those states where children are no longer allowed to be sent to the poor-house there are two main systems of caring for the children, that is, the Institutional System and the Placing-out System. The former has been adopted by New York, Ohio, California, and a few others, while the Placing-out System has been adopted by Michigan, Wisconsin, Minnesota, Massachusetts, Pennsylvania and others.

Each system has its advocates, but one seems to be a natural method of caring for children, while the other in some respects is

little better than the almshouse system. The arguments in favor of the plan of placing the children in institutions are:

1. The parents prefer the institution because they can visit the children, and can frequently retain the right to them and take them out when old enough to work.

2. The institutions are in favor with benevolent persons, for the sight of a large building and a lot of children looks to be doing much good. The benevolent often like to put money where it will make a big show.

3. The churches prefer the institution because the children can so easily be isolated from the teachings of other faiths.

4. The children themselves often prefer the institution after they have been there for a time. They do not feel at home outside the orphanage, for they are not prepared for the rough contact of every-day life. Matrons of orphan homes have often said that after the children left, there ought to be other institutions to take care of them the rest of their lives, for they are not trained to rely on themselves.

The benefits of the institution system to the child are mostly negative. He is not cold, is not hungry or dirty or abused or neglected; the grosser forms of profanity and vice are restrained and the child attends school regularly.

But the great fault with the institutions is that they make life too easy for the child. He is cared for carefully and never realizes where the money comes from which cares for him. He has no opportunity to get dirty or hurt himself, and then when he must go out into life he is not prepared for its buffetings. The child has no opportunity to learn how to cook in the ordinary home, when all the cooking he sees it done on large ranges; to learn to wash and iron, when this is all done in a large steam laundry by machinery. He must play, eat, and sleep at the stroke of a bell. His personality and individuality have no opportunity for development.

A great many evils come from the mingling of so many children, many of whom have bad heredity, and many have inherited bad moral tendencies and weak constitutions. Contagious diseases are therefore easily started and go through the entire institution. Orphan asylums are but little better than poor-houses for children. Mr. Brookway states that 50 per cent of the criminals committed to the Elmira

Reformatory had been in institutions for children. Nothing can compare with the home in teaching children to be self-reliant, industrious and kindly. The family is the chief source of altruism and nowhere else can love, honor and self-sacrifice be taught to much advantage.

The system of caring for dependent children in New York is a tolerably good example of the way the Institution plan is managed by those states which have adopted it. Here the children are placed in private institutions by the state, which pays for their board and care. Parents may retain legal control of their children and take them out at any time they please, usually when the child is old enough to work. Often the girls are taken out at the age of fourteen or fifteen for immoral purposes. The foreigners and the poor look upon these orphan homes as public boarding-schools for their children, and have no hesitancy in placing them there since they can take them away at any time. As the institutions are paid so much per capita for each child cared for, the larger institutions make a good sum above actual expenses, for a large number of children can be cared for for less per capita than a small number. One of the Catholic Orphan homes received \$24,000 from the state in one year above all expenses of running.

There are at present about 33,000 children in private orphan homes in New York who are being supported by the state. Of 1,935 children, who, in 1894, had been supported by New York City more than five years in institutions, 83 per cent were in Catholic institutions, 14 per cent in Jewish institutions, and the remaining 3 per cent in Protestant or non-sectarian institutions.

The Placing-out System, of which that of Michigan affords about the best example, works on the plan of placing the children in the homes of private families, either by indenture or adoption. A distinction must be made between this placing-out plan and the Emigration System which sends children hundreds of miles from their homes and pays little or no attention to how they turn out. The State of Michigan employs carefully trained agents who are experts in deciding whether a child should be taken from or received from its parents. This phase of the work is becoming more and more scientific and careful study is made of each case. If the parents are immoral and unfit to raise a child, it is taken from them. If a little help for a few weeks would

enable proper parents to keep the child, this is provided so that the child will not need to leave them. After receiving the child, the parents give up all claims to him and the state becomes his guardian. This may at first seem a little hard, but it has been found to be the greatest deterrent to abandonment. The parent, knowing he cannot relieve himself temporarily of the care of the child, and then later receive the benefits of his labor when he is big enough to work, will keep him if possible. The child when received is at once placed in the state school at Coldwater, where he remains on an average of six months, only long enough to be morally disinfected and taught manners which keep him from being undesirable in the new home to which he is going. He is then placed in the private home and if all is satisfactory he may be adopted after one year.

An agent is employed who travels continuously to investigate persons who apply for children. They must fill out a blank stating occupation, size of family, ages, if living on a farm the number of acres, distance from school-house, religious preference, etc. Answers to these questions will generally disclose the reason for wanting the child. After the child is placed, the visiting agent makes from one to four unexpected calls a year on the family to see how the child is progressing, to advise concerning its care, or to remove if not properly treated. A monthly report from the child's teacher is received and a quarterly report from the pastor. The system is a very flexible one and can be adapted to the needs of each individual child. This is a distinctly American system and at its best is the most economical and kindly, placing the child in a generically human environment where he can give out love, kindness and devotion as well as receive it.

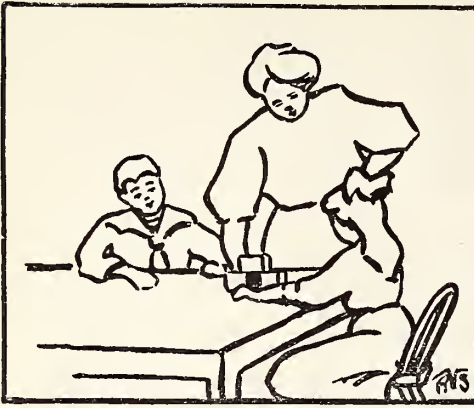
MOTHER'S LOVE.

Gertrude Allyn Long.

Little warm hands, I love you so!
Your clasp oft lightens dull care and woe.
What magic you wield, only God doth know,
Little warm hands.

Little red lips and eyes of blue,
You tell me so often that you'll be true.
Kissing and loving are part of you,
Little red lips.

Little round face and hair of gold,
I'd shelter thee ever within my fold;
Love is a story which never grows old,
Little round face.



PRACTICE DEPARTMENT

THE TRAINING OF CHILDREN IN SOCIAL SERVICE.

BY THE REV. PERCY DEARMER.

The recent Royal Commission has found that in the year 1907, the number of persons who claimed relief as paupers was 1,709,436. The infantile death-rate of Belgravia is twice that of Bethnal Green, and 150 children per thousand die before their first birthday. Forty babies a day are born in the workhouse, and 237,000 young people in England and Wales are "Out-door Relief Children," who are nearly all underfed, and are by the tens of thousands living in drunken, immoral, and unhealthy homes.

In London, Mr. C. Booth found over a million persons living in chronic want. The last census returned over two and a half millions in England and Wales living in overcrowded tenements, and the death-rate is doubled in the poorer districts.

But why should I go on? "The facts," says Mr. Booth, "are terrible." Horrors and miseries, wide-spread and appalling go on around us, staining and disgracing our civilization. They are not due to the fact that the mass of our voters are cruel and wicked, or that the majority of that House, which you, Sir, adorn, are demons in human flesh. No! most of us are well-meaning and kind-hearted: the mass of the population is on the side of decency and order.

We mean well. Yet a stranger from another planet would surely imagine that we did not. He would ask the experts, the sociologists, the economists: "Are these things inevitable? Is it necessary that a million paupers should form the base of society? Cannot overcrowding and unemployment be reduced? Cannot infant mortality and physical degeneration be prevented?" And the

answer of the expert would be: "Yes: in every case these evils can be reduced at once and gradually destroyed." "Why then do they exist?" "Because of ignorance. The people do not know, the people will not consider."

Few, indeed, know the facts; fewer still understand the remedies. This great mass of kindly good-nature is wasted. We allow the forces of vice, selfishness, and the money-lust to take the reins from our hands; and society slays every year more than a Napoleon, and is more cruel than Nero. One is almost tempted to repeat the famous phrase of Wyclif:—"In this world God obeys the Devil." Only the devil we have to fight is not wickedness but ignorance; and that, Mr. Chairman, is a silly devil, whom we really ought to have no difficulty in routing. To realize this is a huge consolation and a huge encouragement. But it is also a serious call to strenuous effort.

Take two examples. It is an economic truism that luxury is not good for trade. How many of the people we meet, I wonder, understand this? The great majority, both among rich and poor, think that the selfish glutton is a benefactor of society. And to this fallacy a vast amount of our evils are due.

That is a case of ignorance about individual duty. And in social matters, with how many people does the interest in civic duty stop at the point of grumbling about taxation? People who are generous in private expenditure are not ashamed to be extraordinarily mean about public affairs. How little do we realize the inestimable privilege of being a taxpayer, how little do we remember that in this also God loveth a cheerful giver?

The wonder, Mr. Chairman, is, not that our present miseries are so great, but that so much has already been done, in the teeth of public ignorance and indifference, by a slender band

of prophets, students, teachers, who were inspired by a sense of civic duty. That is what we have to teach our children—to love their neighbors as themselves, to do to others as they would be done by, to give themselves in service to the community. That is the forgotten science—the subject omitted from our curriculum—the science of citizenship.

It is true that a beginning has been made—at least in the education of the poor man's child. The State does now condescend to teach something about itself to some senior children and in continuation schools.

But what about the children of our own class, upon whom, after all the greater share of the responsibility and power will probably lie in the future as it has done in the past? Ladies and gentlemen, I venture to predict that if you ask the next public-school boy you meet what he thinks of the unemployed, he will tell you that it is their own fault, and that they would not take work if they could get it (which shows that not a glimmer has been allowed to reach him of all the facts laboriously collected by recent committees and commissions). I venture to predict that if you ask him who controls the Metropolitan Police, he will not be able to tell you, and that all he will know about aldermen is that they are in some mysterious way connected with turtles.

He may know something about Athens and about Rome, but what does he know about London or Manchester?

It is undoubtedly true that our parents spent disproportionately large sums upon our education; but we grew up without any idea of how our country is governed, or how our Empire is held together—except for what we happened to pick up for ourselves. We were not taught to be citizens; and if we have learnt now we have learnt it since we left school. That primary duty, the duty which we owe to our civilization was left untaught.

It ought also to have been part of our religious education. The Church Catechism teaches—and every religious person now agrees,—that a man has two duties, the duty to God and the duty to his neighbor—duties which in that Catechism are magnificently summarised. If this were acted upon, how diligently and how thoroughly would our spiritual pastors and masters have instilled in us the duties of citizenship! Did they? Do they?

Well, ladies and gentlemen, in the case of your sons, you don't give us parish clergy

much chance. You leave that to their schools. May I ask you to question your boys as to what they are learning this term? I again venture to predict that in a large number of cases you will find that they have learned either about the Kings of Israel, or the Missionary Journeys of St. Paul (taught after the manner of Xenophon); and I venture to predict that in no case will you find that they are being taught how to fulfil the duty to their neighbor at the present day. Now, the geography of Asia Minor may have real educational value; and to learn the Kings of Israel may be a certain mental discipline (we are always told by the defenders of a useless branch of knowledge that it is such a good mental discipline); but neither helps us very much to understand our duty to our twentieth century neighbor.

Now, in this matter, again the children of the working classes have a certain advantage. They are taught religion a good deal more, and their parents send them to the clergy to be taught. And as the parish clergy do teach the Catechism, the second duty is being very largely inculcated,—though not so much as it ought to be.

In the case of one particular social evil a great deal has been done. On one subject there has been a real stirring of the religious conscience; and as a result there has been a deep and notable improvement. I refer, of course, to the subject of intemperance.

But why should our teaching stop there? Thousands upon thousands of children are being taught the relative toxic enormities of a glass of beer, a glass of wine, and a glass of whiskey—with all the delightful attractions of lantern slides and chemical experiments—diagrams of food products, drawings of the human inside, and touching melodies about little drops of water—such things have been worked for all they are worth in Bands of Hope, by every denomination and in every town.

But why has our instruction in citizenship stopped there? Is there nothing to be said about other reforms, besides licensing reform? Are there no other evils in the world but intemperance? Does the whole duty of man consist in going to Church on Sundays, and drinking ginger-beer for the rest of the week? Are we truly teaching the duty to our neighbor when he only teach one word—literally one word of it, "sobriety?"

That is what we are doing for the poor. And it may be seriously questioned whether we are doing even as much as that for the rich.

It is, indeed, admitted that our social teaching is miserably inadequate. It was admitted, indeed splendidly enforced, by all the Bishops of my Church, assembled from all parts of the world in the last Lambeth Conference. Let me quote a passage from their report as to what we ought to teach:—"It is of the greatest importance that in the religious teaching of the Church, a prominent place should be given to those practical principles of morality which are already recognized by the people as true—*e. g.*, brotherhood, justice (including justice to other races than our own), honesty, purity, peaceableness, self-education, cleanliness, and care of health; and that there should be put plainly before the rich and leisured classes, the sin of idleness, the responsibility of property, the paramount duty of public service, the incompatibility of selfish luxury with professing Christianity, and the duty of substituting justice and sympathy and brotherly effort for a condescending and thoughtless benevolence."

I cannot give you better advice than that you see that this is done.

We have to make our religious teachings sincere and practicable about the Duty to our Neighbor, involving (as the Church Catechisms teaches) our Duty to the State. The clergy have to do it; parents have to do it; schoolmasters have to do it. And parents have to help and encourage parsons and schoolmasters to do their duty in this respect.

Much might also be done in the schools themselves, following the interesting "School City" movement in America.

In this plan, each school is organized as a municipality. There is a mayor, councillors, magistrates, policemen, and other officials, all elected for the term by the children; and each class-room is a ward. The laws are briefly these:—

1. Do to others as you would wish them to do to you.

2. Things prohibited.—Doing anything to others which you would not wish them to do to you. Anything which disturbs order in class-rooms or elsewhere. Anything which is profane, rude, or unkind. Anything which spoils the clean and orderly appearance of the school. Anything which spoils the health of the school. Anything which spoils the property of the school.

3. Every citizen is bound to call attention to any violation of the laws.

4. Punishments: Not less than a reprimand, and not greater than disfranchisement.

We are told that this has been a great success. It is not make-believe; the laws, trials, and punishments, are real; and thus the children are early trained in the great lesson of citizenship—the training of the individual to use his gifts in the service of the community.

But even this might not get us out of class selfishness, unless the facts about the poor are known, and the work of the State and municipality is explained.

Amongst the poor, almost anything can be done if our ministers of religion will only make intelligent use of guilds and Bands of Hope. And, of course, among the rich much can be done through guilds also. And often girls can be got together, when boys cannot.

Somehow or other both boys and girls must be taught two things: first, the way in which their country is governed (Mr. Arnold Forster's *Citizen Reader*, Cassell; and Mr. Wyatt's *English Citizen*, Macmillan). And secondly, they must be taught the main facts about our present social evils. They must be shown the remedies upon which the experts are agreed (for it is a strange thing, but we know how a very large number of our social evils can be reduced, and nothing is wanting but zeal—that the public should take an interest in them).

These things they must be taught accurately and fairly, and apart from party politics.

If the schoolmaster will not teach them, then the parent must. And, if we only took our duty seriously, if we only realized our power over life and death, and over issues more awful than life and death—how inevitably should we teach. Our zeal would be so great that there would be movement even in the snow-clad mountains of our mighty public-school system!

It is the fashion nowadays to be afraid of Germany. I confess that there is one thing that, when I visit that country, fills me with real fear for my native land. And that is the contrast between our own slovenly individualism and the wonderful civic spirit of a disciplined and organized people which I see in all parts of the German Empire. The contrast between Munich and Manchester, or between Cologne and Crawe, the contrast between leaving a palatial railway station over there and arriving at the confines of the South Eastern here—such things as these do, I confess, give

me a cold shiver down the back. It is splendid that the average German should have learned so much of the subordination of the individual to the common good; but it is an alarming thing that England should in many ways be so far behind.

Military service may have something to do with it. I think it has. But those of us who are opposed to universal military service must at least see that other ideals of service take its place.

For, indeed, the military idea shows us how strong are the unselfish instincts of patriotism. How wonderfully ready men have been to suffer and to die for their country! What a glorious stratum of human nature do we touch here, where the selfish becomes wildly unselfish, and man—elbowing, competitive man—becomes social even until death, and lays down his life with a smile for a cause, even for a wrong cause.

And cannot man, so willing to die, be taught also to live for his country? Is not that also sweet and decorous?

And cannot the young, in the golden years when the heart is ready, in the generous and uncalculating years, cannot they be taught the love of their country and of their people, in peace as well as in war? Has not the service of man also its heroes, and the cause of the poor its martyrs? Is there no martial music in the struggle against robbery and wrong, no banner of England over the weak and the oppressed; and does not the flag of humanity fly over the silent battle that is making history around us?

Ah, yes! the young hearts are there, quick to the call for noble deeds, and ready to sacrifice the baser instincts for some heavenly vision.

But the call has never sounded. The trump has been most strangely silent. They do not even know the condition of England; they do not know that chivalry is still in demand; they do not know that there are still women to be rescued from the dragon, still white slaves as well as black ones, and still the stifled cries from slaughtered innocents—still Herods, still Minotaurs, still an Armageddon to be fought.

They do not know that there is work to do. They do not know that they are wanted. They do not know, because we have not taught them. The subject of citizenship is not in our curriculum; and so the city of God is not a-building.

Let us teach them to be soldiers, let us

tell them of the battlefield, let us raise the veil that has hidden the victims from their eyes. And then we need have no fear of the result. Our generation may pass away selfish and sordid to the end; but they will have heard the cry of the poor, and they will be better than we have been. And to that cry they will answer in a great multitude—

"I will not cease from mental fight,
Nor shall my sword sleep in my hand,
Till we have built Jerusalem
In England's green and pleasant land."

Mr. Masterman said that it was easier to see the deficiencies than to find methods of removing them. How was the theory of the social training of children to be made effective in the laboratory of practice? Mr. Dearmer had appealed for the kindling in the mind of the growing child of some chivalrous social ideal until his sympathy embraced the welfare of all that were desolate and oppressed. The public school system did not give that extension, but public schoolmasters were now asking how that deficiency could be met. Pictures of the early Victorian era showed a benignant female child bestowing baskets of produce on aged ladies who had not been debauched by a five-shillings-a-week pension! That feudal idea of teaching interest in the poor had gone; the system of charity as charity had broken down, but what alternative was to be found in 1910 for the practice of 1810? He recognized the deplorable nature of the present conditions, which left social diseases and social misery outside the universe of growing children among the higher and middle classes. There was hardly a father or mother in this country who would not wish that their child should be filled with generous emotion and passion towards the weaker members of the other classes; the difficulty was, not the unwillingness of the parents to consider this problem, but the practical steps necessary to meet it. The key to the problem—if there were a key—lay through the religious education of the children. Great acreages of the fundamentals of religious challenges and teaching were amazingly omitted from the religious education of our growing children.

A PRAYER.

Father, we thank Thee for our mothers,
And for our fathers, too;
For our sisters and our brothers;
For all our friends so true.

SUGGESTIVE EXERCISES FOR VOICE DEVELOPMENT.

Two Tone Plays for Children by Alys E. Bentley.
A. S. Barnes Co., Publishers.

These exercises are to be in the spirit of play, and are based upon the child's power to imitate.

Let the arms, representing tree branches, sway lightly at shoulder height, the whole body moving rhythmically back and forward. The nostrils are open and alive. The different sounds of the wind, its sighing, moaning, crying in the pines are imitated as accompaniment of the rhythmic swaying of arms and body—the arms swaying always upward for the incoming breath, downward for the outgoing breath.

Then we can imitate the gentle blowing sound of the wind in the poplar leaves, and our hands can be the leaves which storm in the mighty elm or birch tree, will suggest a twisting or bending and swaying of the whole body. This time the tone is a whistling sound. The wind will blow some of the trees over, unless their roots are firmly planted in the ground. The children will readily catch the spirit of this.

This exercise will bring poise into the whole body, and will establish the habit of constitutional breathing. The feeling and color generated by this work may be used in the child's songs now, and in all his subsequent musical training, whether it be vocal or instrumental.

Let us imitate the sound of the waves as they race in upon the pebbly beach, the large waves in storm, or the tiny lapping waves. The arms will naturally imitate the big swell or the smaller splash of the waves. "Listen: Listen," from the teacher will concentrate attention on the sound of the waves through its crescendo, climax, diminuendo until it at last dies away in a half-heard breath.

There is no better training for sustaining power, crescendo, diminuendo and retard, than the imitation of these sounds of nature, the wind and the waves.

To develop continuity of breath use two exercises in imitation of the steam engine: One, "puff," imitative of the big engine letting off steam, the other, "tchuff," imitative of the sound the engine makes as it starts off. Nearly all children know these sounds and have a natural desire to imitate them.

The imitation of the big bass drum should be given with an explosive sound vibrating in the head. This will bring into action the muscles of the cheeks and lips.

In all this the spirit of play must predominate. Let them imitate the sound of the drum in the band as it comes up the street, passes in review, and marches on down the street. This will develop a sense of proportion.

In the same spirit we imitate the small drum. Here is the golden opportunity to teach the rolling of the r—.

This will be an inestimable help in acquiring delicacy and precision in articulation.

In both drum exercises the arms should actually beat the imaginary bass or small drum, thus stimulating the imagination and merging the whole child more completely in the exercise.

The bell tone is a simple one for imitation, but it is important that it be made in accordance with the true sounds of the bell. If made correctly, a pure tone is produced, neither nasal nor noisy, but clear and vibrant.

Work with the tone of the big bell until the clear tone of the far-away church bell is produced. For the sound of the little bell, use the little desk bell as a standard.

With the former let the children play that they

are pulling the rope that swings the big bell in the belfry. They will quickly get the real swing of the bell ringer. This movement will delight the children, and it will help wonderfully in the production of the clear toned bell notes. For the big bell they should sing in the middle voice, taking the pitch A or B. Bend the knee with each pull of the bell rope.

When they imitate the small desk bell, let the teacher tap a real bell, asking the children to listen to the vibrating sound which continues long after the bell has been struck. With the hand let them follow the tone in a small circle—the hand movement must be smooth and continuous. While doing this, let them sing in a high pitch D or E, the words "sing," "ring," listening as they sing for the faint, light, clear tone.

Now, partly fill a thin drinking glass with water, and, moistening the rim, rub the finger lightly about it, until a pure vibrating tone is produced. Change the amount of water in the glass, noting the corresponding change in pitch and quality of tone. The children will love to hear this, and the ear will be stimulated by it.

Make the sound of the sawmill. Accompany this sound of the mill with the large circular movement of the arms, which will give freedom in the chest. The vibrating tone of this imitation loosens and strengthens the muscles of the throat. The exercise might almost be called a massage for the throat. The sawmill imitation will also give flow or continuity of the breath.

For contrast, let us imitate the sound of the scissors grinder's wheel. Let the children imitate, as well, the movements of the scissors grinder, as he sharpens the knife or scissors, his bent body moving in perfect rhythm to the revolutions of his humming wheel.

The exercise will bring the breath and the voice forward, producing a light vibrating tone.

The consonant "b" prolonged by a steady stream of breath on the lips will give the fine whirling sound in imitation of the electric fan, or the sound of machinery in motion.

The exercise may be used to free the lips and loosen the muscles of the face. Accompany this sound with a rapid, rhythmical circular movement of the arm. This movement will help the child to give the whirling, buzzing sound, so familiar to most children today.

The "honk-honk" in imitation of the automobile will give a sound which is neither nasal nor throaty. This sound opens the mouth, relaxing the jaws, making it possible to articulate the final consonant "k," so important in singing.

Throw an imaginary top on the floor, and as it whirls, sing the words "Spin," "Sing" or "Hum" with high pitch, and thin, thread-like tone. Prolong the initial consonant "s" and the tone will have the delicate humming quality desired. This exercise will help to secure clear articulation of such words as spring, ring, cling, so difficult to pronounce in singing.

Take the word "hush," singing it with full breath sound, prolonging the final "sh" as when hushing a babe. This exercise will relieve tension in the muscles of the throat. Sustain this feeling and quality of tone in all lullaby songs with children. Let the children bow an imaginary violin, giving an open, not nasal, sound of the consonants "km." Let them give this tone with crescendo and diminuendo. The bowing will help to sustain this feeling quality in tone.

Let them imitate the rhythmic "tick, tock" of the clock. This will help in the articulation of the consonants "t" and "k." Imitate the sound of the sky-

rocket as it goes off with the strong whirl of the breath, ending in the quick click of the "t" as the skyrocket explodes in the air.

Hold the head erect, focus the breath, ending front of the mouth, and imitate the sound of the bugle, the hands holding the imaginary instrument. The rhythm of these calls is most fascinating to children.

The "moo" sound in imitation of the cow will strengthen and make firm the lips. This exercise always induces a desire to laugh, which opens the throat, while the projecting lips of the prolonged "moo" syllable give opportunity to strengthen them without the corresponding tightening in the throat, which commonly accompanies such an effort.

Give the fine high pitched "izz" of the mosquito; the sound of the bees. The composite of many children's voices will give a very good imitation of a swarm of bees.

The "gobble, gobble," of the turkey, the "ga loop" of the frog, the "cock a doodle doo" of the rooster, given with more or less freedom, will be most helpful in training the ear in listening, and at the same time these exercises give freedom and elasticity to the muscles of the throat.

The game of playing "Echo" will help to throw the voice up, and forward. It will get the play spirit into the voice. The game of telephoning will do the same thing. No effort should be made to play these games always in the same way, as the imitation should vary with the child's mood. Let the children take the initiative. Bird calls, especially those of the whip-poor-will, cuckoo, and robin may be made most interesting to children, and their imitation will help the feeling for rhythm and for tone.

For final consonants we may use little singing sentences, letting the child sing the sentence to his original melody (with accompanying movement or gesture), just as he would talk.

I have a ball.

I hear the bell.

The kangaroo can jump.

Hush: We are going to sleep.

Hark, hear the band.

The sun is up.

Good morning.

Hear the wind.

This list may be indefinitely enlarged from the teacher's selection out of the experience and vocabulary of the child.

Teachers should exercise some discretion in selecting the group of Tone Plays to be used in a particular lesson. Too many of the play tones demanding big explosive sounds or using the same set of muscles, should not be given at one lesson. The following groups of exercises will suggest those which might profitably be used in a single lesson:

Lesson 1—"The Engine," "The Big Bells," "The Violin."

Lesson 2—"The Sky Rocket," "The Wind in the Pines," "The Top."

Lesson 3—"The Waves," "The Electric Fan," "The Little Bell."

Lesson 4—"The Saw Mill," "The Wind in the Trees," "The Bird Calls."

Lesson 5—"The Big Drum," "The Echo," "The Violin."

Lesson 6—"Blowing a Paper Bag," "The Bugle Call," "The Violin."

Lesson 7—"The Engine," "The Wind Blowing Leaves off the Trees," "The Snare Drum."

Lesson 8—"The Saw Mill," "The Scissors Grind," "The Bees." The combinations may be varied.

The suggestive exercises which compose this study may be indefinitely enlarged, and will be by the

resourceful teacher, who has only to note the suggestions the exercises themselves spontaneously evoke from the children. She will learn more by studying the children and their free joyous play with these imitative sounds, than in working with any theory of voice culture, however profound. The supreme test of a theory is its value in practice. Any group of first or second grade children, given the privilege of free participation in these exercises, will demonstrate beyond question the absolute practicability of this theory of voice training for children. Out of the masses of our public school children, so trained, will appear the rare one who will later win recognition as an artist, and for such a one this early training in voice technique, will perhaps be the means of discovering to himself, or to others, the latent talent. For all children, whether musically gifted or not, this training leads to the singing of songs, however simple, as an artist would sing them. It develops real musical feeling and taste, and establishes, quite unconsciously to the singer, standards of expression.

Deadly Dry Air,

Dr. Sneddan maintains that all heated rooms should be provided with constantly boiling water giving off steam in order to prevent the deadly dryness, which causes eye and ear trouble, pneumonia, and all forms of colds, catarrh, etc. Where heating is done with stoves, an open vessel filled with water can be easily provided, and with steam heat, perhaps a valve could be left open. With other forms of heating a small gas or oil stove should be provided. In an extremity an ordinary kerosene lamp could be so arranged as to keep a vessel of water at the boiling point. The health of both pupils and teacher will warrant the trouble.

Seat Work.

1. Model oyster and clam.
2. Model, draw, and sew pear
3. Model, draw, paint, sew peach,
4. Model, draw, paint, sew blackberries
5. Model, draw, sew banana.
6. Model, draw, paint tomato
7. Draw and model hay cart
8. Draw and model plums
9. Model and draw sickle
10. Draw a ladder.
11. Model, draw, paint oranges and lemons.
12. Model and draw milkweed pods open.
13. Draw, model, paint a sunflower.
14. Model, draw, sew, hammer, anvil, etc. (Labor day).
15. Model, draw, sew shoe, boot,

American Primary Teacher.

Worth Remembering.

Before reprimanding a child be very certain:

First. That the child knows exactly what you want him to do.

Second. That he knows how to do or to undertake to do that which you request of him.

Third. That the child is not incapacitated by fear of displeasing you from making a start in the right way.

All children should be carefully tested for defective vision and hearing.

Hints and Outlines for Health Day Instruction.

In offering the following suggestions and outlines (which were given to the teachers of all grades for the observance of Health Day in the Schools of Boston) it is earnestly hoped that the Health Day movement may be extended to the schools of other towns and cities far and wide, and that many superintendents of schools and many teachers may find in these brief hints something that can be amplified so as to fulfill the aim and purpose of the day.

MAKE IT PERSONAL

Lessons in health are so individual and are so interwoven with the environment that no fixed programme meets the needs of all peoples in all localities. The object of the lesson, however, is robbed of much of its effectiveness when the lesson is not made personal. To do this requires a definite scheme, yet elastic enough to contain a truth which each child can claim as her own. In order that such a scheme shall be practical, the observance of the special day must be correlated to the teachings and the exercises being carried out daily in the home life and in the school life of the child.

THE FUNDAMENTALS

Thus he learns readily that those teachings and those exercises are for health and happiness. To accomplish this object, we have reduced all the teachings in physiology and hygiene, as well as the special lesson in physical education, to four fundamentals, which may be grouped as follows.

1. Cleanliness.
2. Fresh Air and Sunshine
3. Food and Drink.
4. Exercise and Rest.

GRADES I-III, INCLUSIVE

Room Exercises. Talks by the grade teacher relative to:—

1. Cleanliness—Person—Room. No child is too young to be taught the habit of cleanliness.
2. Abundant sunshine and fresh air needed for healthy growth. Why?
3. Eating and Drinking—Care of Teeth—Thorough Mastication—Eat slowly—Milk—Water—Avoid tea and coffee—Avoid waste of food.
4. Posture in standing and in sitting—Proper walking—Shoes.
5. Sleep (not hours in bed.)
6. Demonstration by games and plays—Physical and moral benefits.

GRADES IV-VI, INCLUSIVE

Room Exercises. Talks by grade teachers relative to:—

1. Fresh Air—Windows—Doors—Ventilation—Moisture in air.
Motion of air illustrated by flame.
Reasons for opening windows during physical training exercises. Explain why these factors are insisted upon.
Breathing exercises.
2. Sunshine—Difference in plants grown in sunshine and in darkness. Compare effects on plants and effects on man.

3. Cleanliness—Observations in rooms—Streets—Yards—Homes. Clean food (flies, germs). Illustrate the "Mould" plant and how germs cause disease in man.
4. Food—Its use and its abuse.
5. Care of Teeth—Skin—Hair—Clothing—Body.
6. Posture in standing and in walking.
7. Talks and demonstrations by school nurses.

In these grades, the lessons from the Course of Study in Physical Training, and in Hygiene and Physiology, should be presented from the health standpoint of why as well as how.

GRADES VII-VIII, INCLUSIVE

Special Speakers—Nurses—Physicians—Educators.
Compositions by pupils on the following topics:—

1. Fresh Air—Country and City—Narrow streets and wide streets—Night air and day air.
2. Cleanliness—Dirty yards and buildings—Homes—Speech—Action.
3. Baths.
4. Personal habits and character—relation to morals and health—Heroes of history—The strong man the leader.
5. Alcohol—Tobacco (Cigarettes.)
6. Tuberculosis—Its spread and its curability.

The pupils of the class to be graduated should assemble in the hall and have a special talk on "Health—Its Value and its Interest in the Present Day Competition and in the Modern Industrial Methods"; also "The Relationship of Physical Exercise to Mentality and Brain Development;" "The Recent Act of the Legislature Requiring a Health Certificate in Order to Obtain a "Working Certificate."

HIGH SCHOOL

Talks by physicians on "Health—Its value and its cost;" "The Relationship of Athletics, Studentship, Habits of Life (physical as well as ethical)" and "The Emphasis Placed to-day Upon the Clean and Healthy Man and Woman." Also "Why Physical Training and Military Drill are Factors in Health.

Teachers of physiology and hygiene should present data and charts illustrating the efficiency of health and the prevalence of disease.

CLOSING SUGGESTIONS

It is desirable that the schools lead the way for the better understanding of Health Laws and ordinances enacted by state and city.

The creation of a more intelligent and powerful public opinion is necessary for their better enforcement.

It is suggested, therefore, that the forenoon session of Health Day include definite instruction given by teachers or others (as was done in the Boston Schools and as outlined above) upon the underlying reasons for these laws and ordinances or for those that may be selected as the most timely and important.

It is also suggested that a public meeting under the direction of the Superintendent of Schools and the Board of Education be held, taking the place of the afternoon school session, as an important part of the observance of the Day.

Prominent and able speakers, good music, platform drills and other similar exercises by the advanced classes, will arouse a widespread public interest and make the meeting a success.



STORIES, GAMES, PLAYS

RECITATIONS, MEMORY GEMS, ETC.

OLE-LUK-OIE.

There is a most wonderful story-teller who comes sometimes to boys and girls.

No one knows as many good stories as he. The children call him Ole-Luk-Oie.

He never comes until after the sun is set and walks into the room—oh, so softly, just as it is growing dark.

He opens the door so quietly that no one ever hears him come into the room.

A few moments after Ole-Luk-Oie enters all the children's eyes close.

That is because Ole-Luk-Oie has squirted the tiniest stream of sweet milk into their eyes, so the little people have never seen this wonderful story-teller. Then he creeps up behind each child and blows softly upon their necks, so their heads will grow heavy and nod and nod. All these queer things Ole-Luk-Oie does, but never hurts the children. He loves the little ones dearly, but he wants them to be quiet. And when are boys and girls ever quiet, except when they are asleep.

Not one story would the children hear from Ole-Luk-Oie unless they were still.

As soon as the little folks are quiet as mice Ole-Luk-Oie sits upon their bed.

It is too bad that the children's eyes are closed, for their story-teller's clothes are well worth seeing. His suit is of silk and of as many colors as the rainbow, so every time he moves his suit seems a different color.

Tucked under each arm is an umbrella.

The pretty blue silk one has pictures painted all over it.

The other has no pictures, and is nothing but an ugly, gray, cotton umbrella.

The one with the pictures is spread over the good children to bring them happy dreams all night long.

The ugly gray umbrella without pictures covers the naughty boys and girls.

Then their sleep is far from sweet. No dreams at all come to them.

Long time ago Ole-Luk-Oie came to a little boy called Hjalmar every evening for one whole week.

Night after night for seven nights Ole-Luk-Oie sat on Hjalmar's bed and spread the picture umbrella over him. This is the first story he told Hjalmar.

Monday.

First, Ole-Luk-Oie changed the plants on the window-sill into great trees that stretched their long branches all over the walls of the room, making it look like the green woods.

Every twig bore flowers—more beautiful than our roses and sweeter than violets. The trees bent beneath the weight of wonderful fruits that gleamed like gold among the green leaves.

A stranger tree, surely, never grew, for on it were delicious cakes bursting with raisins. Hjalmar was feasting his eyes on all these beautiful, wonderful things, when a terrible cry startled him.

It came from the table drawer that held Hjalmar's school books.

Ole-Luk-Oie, wondering what it could be, went to the table and opened the drawer.

There lay Hjalmar's tablet, having the most terrible spasm you ever saw any poor body have. A wrong number had gotten into the example that was written on the tablet, and was driving the tablet distracted. It suffered so that it nearly fell to pieces.

A pencil that had been tied to the tablet tugged and jumped at its string as if it were a little dog and wanted to help its master—the tablet—but could not.

The tablet was not the only one in trouble. Hjalmar's writing book, too, was having a terrible time, screaming and crying as though in great pain.

On each page the capital letters stood in a row, one exactly under the other.

A small letter stood close by the side of each capital letter, all straight and beautiful as a copy should be.

But the letters Hjalmar had written in his book were not at all like the copy, for every letter had tripped on the line—tumbled down and lay, sprawling all over the space.

While Ole-Luk-Oie and Hjalmar looked at the book, the Copy said to the Letters:

"See, this is the way you should stand, as I do, and this is the way you should bend—to the right."

Then Hjalmar's poor tumble-down Letters said:

"Oh, we would be very glad to do that way, but we cannot for we are not strong enough."

Ole-Luk-Oie heard what the Letters said to the Copy, so he told them that they must take some medicine, if they were so weak they could not stand straight.

At that all the Letters cried:

"Oh, no; no medicine for us! We are better now," and at once they stood up so gracefully that they were as beautiful a line of letters as you would wish to see. But Ole-Luk-Oie said the letters must be exercised to make sure they were as strong as they thought, so he counted "one, two, one, two," and exercised the letters, standing straight and tall, like so many soldiers on the line.

The strange part of the story is that when Hjalmar looked at the letters the next morning, after Ole-Luk-Oie had gone away, they were tumbling all over the line as crooked and weak as ever.

FLATIRON SONG.

First forward, then backward,
My flatiron dear;
And smooth out the clothes,
That are ready here.

Dear little flatiron,
Smoothing the clothes;
You're helping others,
Everyone knows.

THE PENDULUM.

First Gift Action Game.

The pendulum's swinging
My hand makes it swing;
Tick-tock.
By day and by night is the clock keeping time.
Tick-tock!
The clock has a face and two hands just like me,
So I am a clock and keep time you see.
Tick-tock, tick-tock, tick-tock.

THE MERRY-GO-ROUND.

First Gift Game.

(Tune, "Round and Round the Village.")

The merry-go-round is going,
Round and round it's going;
Many times it's going round
As it has gone before.

Many little children
Now are on it riding;
Many little children
Have been on it before.

IRONING DAY.

Second Gift.

Come, now, my little flat iron,
I have work for you to do;
The clothes must all be ironed
Before the day is through.

So forward, backward you must go
As busy as a bee;
How much we have to do today
You very well can see.

Flat Iron's Reply.

I'm willing to iron the clothes so smooth
Because they are so clean;
I never like to iron them, tho',
When on them spots are seen.

So forward, backward, I will go
As long as you'll help me too,
For I cannot do the work alone,
But must ask some help of you.

THE FARMER.

Second Gift Game.

I'm a little farmer,
My field I must prepare;
My horse and roller I must use—
The ground is now all bare.

My horse is now all ready
To help me work today;
He pulls the roller back and forth
As tho' it were mere play.

My work is now all finished,
Of my horse I must take care;
He must be very thirsty now,
So we'll to the trough repair.

SNOW PLOW.

Second Gift.

Here's a little snow plow,
Busy all the day;
It has work to do now,
For the snow has come to stay.

ROLLING PIN.

Dough is on the table waiting
Ready to be used;
We will use our rolling pins,
They will make it smooth.
Back and forth now go
Rolling smooth the dough,
To make the cookies sweet and good,
Back and forth just so,
My rolling pin must go.

Flatiron smooth, flatiron new,
We are ready now for you.
Iron the clothes, iron the clothes
All so white and clean.

Forward, backward, you must go;
Not too fast and not too slow,
Busy still, working still
With a right good will.

A LINK IN THE CHAIN.

(Tune, "Farmer in the Dell.")

A link in the chain,
A link in the chain;
Every little child
Is a link in the chain.

A link in the chain,
A link in the chain;
Every loving mother
Is a link in the chain.

A link in the chain,
A link in the chain;
Every busy father
Is a link in the chain.

A link in the chain,
A link in the chain;
Every busy baker
Is a link in the chain.

A link in the chain,
A link in the chain;
Every merry miller
Is a link in the chain.

A link in the chain,
A link in the chain;
Every faithful farmer
Is a link in the chain.

A link in the chain,
A link in the chain;
Every little raindrop
Is a link in the chain.

A link in the chain,
A link in the chain;
Every little sunbeam
Is a link in the chain.

A chain is so very long,
A chain is so very long;
Every little child
Can help to make it strong.

Two Pussies.

Two little pussies came out one day,
One saw the other over the way.
"Good morning, sister, how do you do?"
The other answered with just a mew.

One gray pussy in great surprise
Could hardly believe her little eyes.
"I never could stir from off the bough
That young pussy is walking now."

The other pussy went home with a bound;
"Mother Tabby, guess what I've found.
A saucy kitten sat in a tree,
Wore a brown bonnet, and mocked at me."

—Kate L. Brown, *March Plan Book*.

March.

I am a noisy, blust'ring fellow,
I whistle, blow, and whine, and bellow.
Tho' I am rough, I loudly sing
The coming of fair, gentle spring.

—Selected.

The Secret

Pussy Willow had a secret that the snow drops whis-
pered her,
And she purred it to the south wind while it stroked
her velvet fur;
And the south wind hummed it softly to the busy
honey bees,
And they buzzed it to the blossoms on the scarlet
maple trees;
And these dropped it to the wood brooks brimming
full of melted snow,
And the brooks told Robin Redbreast, as they chat-
tered to and fro;
Little Robin could not keep it, so he sang it loud and
clear
To the sleepy fields and meadows, "Wake up! cheer
up! spring is here."

—Youth's Companion

Word Drill.

I asked the little ones one morning how many of them
liked to go fishing. Every one raised a hand. I next
drew a large circle on the blackboard, which I told them
we would play was a fish pond. Then I filled it with words
with which they were familiar, having them tell me what
the word was as I wrote it. The pond was now filled with
fish. I handed the fishpole (pointer) to one little boy
and had him catch all the fish that he could. I erased
the words as he told what they were. When he had
caught all that he could he passed the fishpole to the
next one, etc. If all the fish were caught before we had
gone once around the class I put more on the board.
Even the little girls like to go fishing and enjoy it as
much as the boys. — [Kate C. Frisby in *School Education*.

Effect of Habit.

GRACE DOW

"Habit is a cable. We weave a thread of it each
day, and it becomes so strong we cannot break it."

Scientists tell us that each thought and act of mind
leaves a path on the brain.

Repeated action deepens the path and makes it
more difficult to act in another line, and easier to fol-
low the beaten track. An education along any line is
but the result of path making. Teachers should em-
phasize in every possible manner through precept and
example the importance of making paths both good
and true, and of changing very quickly when a wrong
course is begun.

During the first few years of a child's life he may
be taught good habits nearly as easily as careless ones,
so every lesson given a child should have this object in
view above all others—character building.

"We are learning," says Dr. Grossman, "that all the
so called naughtinesses of children may be merely dan-
ger signals indicating disturbance somewhere." Usually,
we must admit, they indicate disturbance in the equi-
librium of the teacher or defect in her methods. If young
teachers would remember this fact they would be slower
to punish, more diligent in searching for the cause of trouble
rather than for a culprit on whom to fasten the guilt.

THE CHOICE OF STORIES

MAUDE LAUGHEAD, Albany, Oregon.

WHENEVER we have incidents arranged in a chosen order, leading up to a climax, and this arrangement showing that there has been a selection and ordered arrangement of the steps, we have a story. A mere string of incidents will attract attention, but to hold it, the incidents must be well organized; the better the organization the more intense the interest.

The story is the medium through which we first appeal to the child. He comes to the school room from a different world, a world of activity. To be successful we must aim to relate in some way this new field, the school room, to his former mode of life. The story makes an excellent bridge by which we may span this gap. What joy you see in the child's face if you tell a story he has been told at home!

Such a world of things we can bring to the child's consciousness through a good story. But, you say, what do you mean by a good story? There are ten points to be considered in selecting stories for children, say, under 12-years of age.

First, it must be one whose material corresponds to the needs of the child. The experiences portrayed do not need to be those that the child has really experienced, but they should be such as he can conceive or imaginatively experience. The children of today are, or should be, leading active lives, so the story should not be too meditative or introspective.

Second, the story should be of things happening; of achievements; of action as corresponding most nearly to the experience and interest of the children. When I say a story should contain activity, should move forward by adventure, do not understand that it is to be an unlimited amount of adventure, as then we would have a sensational story. The effect of heaping up thrills is to throw the story out of balance and is a strain on the child's nerves.

Third, the story should present a sound and beautiful organization. If it be a short story let it travel to its climax by a direct and logical path and close the story when the effect is produced. In longer stories let the plot be simple and easy to see through, guarding against its containing too many elements of suspense.

Fourth, there should be economy of incidents. Many incidents may be interesting to a few children, but for the class it is much better to use just those incidents necessary in producing the desired result or climax.

There must be a central action toward which all other activities should lead. There should be enough minor activities to justify the interest taken by the child, but in proceeding toward climax beware of "going around Robin Hood's barn" as the children may forget or not be able to determine which is the central action. I think you can call to mind a story that led you through such a labyrinth of incidents that really were not essential to the accomplishment of the purpose of the story. Some stories, such as *The Ugly Duckling*, require many incidents to give the effect of lapse of time.

Fifth, there should be a close unity of the threads of action of your story. All characters must be in action

practically all the time. In a story for an adult, or one for older children it is permissible to carry a hero away to some desert island and leave him in great danger, while you return to the castle and follow incidents there, but to the young child the suspense is too great.

Sixth, there should be no undue appeal to any one emotion. Too much horror or disgust will entirely destroy the effect one wishes to produce. The pathos and pity of the story of *The Dog of Flanders* affords a sort of emotional spree to the child.

Seventh, the story should be serious. I do not mean that the story should be a sad one, but if funny let it be sincerely funny. It is in this that so many of our modern stories for children are a failure. In adapting material for children's stories many times it is reduced to a mere childish babble, while the stories of the folk are sincere, depicting the mental caliber of the time. The children of today compare closely in intellect with the folk; so it is that they appreciate their stories. No matter what the story, let us give it to the children in a sincere and cordial manner.

Eighth, the characters of your story should be persons who do things, rather than become something else. They should display the permanent qualities which you want to place before your pupils as their ideal. Your characters should act from simple and strong motives not from obscure ones. Every teacher appreciates the copy trait which is so evident in every child; the characters of your stories contribute their quota, and a large one at that, to this ideal.

Ninth, the story should be ethically sound. This does not mean that the story shall preach a sermon. From the child's point of view as soon as he sees a sermon or moral tacked on to the end of the story he is not interested in it. You are all familiar with the story that closes with "and so it happens to all bad boys who do not mind," etc. Did you enjoy them? The other extreme is just as harmful. Beware of placing a halo about some roguish hero or holding forth the attractions of some vice. We find many stories in which the success of the characters hinges upon some unjustifiable trickery, disobedience or irreverence. To make my point clear consider the story, *East o' the Sun and West o' the Moon*. In the first part we have the father gladly and eagerly giving his consent to the white bear to carry away the youngest daughter. We have the daughter rebelling. The tone of the story is one of selfishness and lack of paternal love on the part of the father, while the daughter is characterized by willfulness and disobedience. You can easily convert this into one of the most beautiful of the folk tales. Make it the father who is unwilling to part with his lassie, and in the fullness of his love is broken hearted when the lassie says she will go. The same tone is carried through the story, making the lassie all that is unselfish and good. According to the child's code, there is nothing wrong in playing a trick upon a giant, as he has the advantage of size on his part. In the *Uncle Remus* stories, the delight comes when the rabbit triumphs over the sly old fox. It is not a wrong to get rid of trolls in any way you may, as they represent the wickedness. We enjoy nothing more than the outwitting of Reynard by Chanticleer. But let it be a clear case of the biter bitten.

Tenth, let the story have a satisfying and conclusive ending for which the preceding incidents have paved the way. What a satisfied feeling the children have in the conclusion of the story of The Old Woman Who Found a Silver Sixpence. With what pleasure he sees the difficulties which have beset the old woman disappear, and he creates with you the latter part of the story, and with a feeling of almost hilarity he hears the announcement, "and so the old woman got home that night." Guard against tragic endings unless the preceding incidents have paved the way. The tragic ending of The Babes in the Woods comes as no shock to the child, as all incidents would lead him to expect such an ending. In the story of Little Red Riding Hood what a shock it is when the horrid wolf eats the little girl. According to the child's code there must be some way of outwitting the wicked wolf; the good should triumph. To satisfy this there has been tacked onto the story the rescue of Red Riding Hood from the wolf's stomach by the wood cutters. How much more satisfying the conclusion in which the wicked wolf, upon grabbing little Red Riding Hood, is thrown violently back when he comes in contact with the cape, it being a charmed one, insuring safety to any one wearing it. Let me say, again, make the ending one justified by preceding incidents. Let the good and gentle characters be given their heart's desire, the haughty and cruel ones punished or left out of reward. —*Oregon Teacher's Monthly*.

A Waste Paper Basket.

At the beginning of the school year I found that my room had no waste basket. I remembered a description of one that I had once read, and proceeded to make one. My grocer gave me five sheets of pasteboard such as is placed over the top of large cracker boxes. From this I cut the sides of the frustum of a square pyramid. This was inverted and a square cut for the bottom. On the sides I painted flowers, this paper being a good medium for water colors. The basket was laced up with ribbon.—Maude Hays in *Primary Education*.

The Patchwork Quilt

Place words on board and for each child who names it correctly place a colored square on the board, joining them quilt fashion. The words may be written in the squares if desired. All words not named correctly are left on the board for the next lesson and a few new ones are added. Little girls enjoy this plan very much and are anxious to have the largest quilt. If the words are not written in the blocks let them decorate them with colored chalk taking calico pieces as models. This scheme is excellent for reviewing the multiplication tables. May Bennett, in *Oregon Teachers' Monthly*.

Ignorance, Sin, and Sickness

In a log school house, fifty years ago, an old man taught a country school. He referred frequently to Ignorance, Sin and Sickness as the three great pests of life, and taught his pupils by precept and example how to avoid these pests. He lived to the ripe old age of 94, and his pupils became intelligent, honorable men and women. Was he far from the truth?

NEWS NOTES

DR. MERRILL'S RESIGNATION.

To the Editor:

So many communications expressing the deepest regret at the news of the resignation of Dr. Jenny B. Merrill as director of the Public School Kindergartens of Manhattan, Bronx and Richmond have been sent to me that I wish that I might be permitted to voice some of these letters in your publication.

Not only do the teachers who have had the inspiration of her influence as trainer and director feel that the loss is past expressing, but the workers in the primary and advanced classes join in the sentiment.

The continuity of Kindergarten and primary work has for years been one of Dr. Merrill's specialties and might well be the department in education to which she devotes her future professional efforts.

Dr. Merrill's lectures, writings and interests have been so long associated with this idea of continuity that it seems fitting to all to join in the wish that she might have remained for many more years in the position of honor and responsibility in the public school system of New York that she has adorned for so many years. Still the recognition of this principle is an assured thing in educational thought today and Dr. Merrill seems to be recognized by the workers as one of its most prominent advocates.

And so to speak the joint expressions of regret of the Kindergarten and primary workers of our system I write this, inadequate as it must of necessity be.

LILEON CLAXTON,

President of New York Public School Kindergarten Association.

Mr. A. Stern, on behalf of the Committee on Elementary Schools, offered the following:

The Committee on Elementary Schools announces with sincere regret the retirement on February 1st, of Miss Jenny B. Merrill, who for a full third of a century has rendered honorable and useful service in the cause of public education in this city. Her entire mature life has been devoted to this work, and now on account of ill health she has felt obliged to apply for retirement. Miss Merrill, after graduating from the Normal College, became in October, 1871, a critic teacher in the Training Department of that institution. From 1878 to 1896 she was a tutor in pedagogy in the Normal College. In her last year in the Training Department she organized and taught the first public kindergarten in New York City. In October 21, 1896, she was appointed to the position of Supervisor of Kindergarten Instruction for the then city of New York, and that position she retained under the School Board for the Boroughs of Manhattan and the

Bronx from 1898 to 1902. Upon the reorganization of the Board of Education in the last named year, her title was changed to that of Director of Kindergartens, and subsequently she was put in charge of the kindergartens in the Borough of Richmond as well as those in the Boroughs of Manhattan and the Bronx.

Miss Merrill devoted herself without reserve and with unswerving fidelity to the duties of her position. Her work as Supervisor and Director of Kindergartens has been of great benefit to the public schools of this city and has had a wide influence in kindergartens throughout the country. That influence will not cease with the termination of her official connection with our educational system. The circumstances which render her cessation from active service are most regrettable, and her retirement leaves a vacancy which cannot easily be filled.

Resolved: That the Board of Education hereby expresses its most sincere regret that Miss Jenny B. Merrill, Director of Kindergartens for the Boroughs of Manhattan, the Bronx and Richmond, feels it necessary to sever her active connection with the work of the Department of Education, and its earnest hope that she will, after a lifetime devoted to the public service, enjoy many years of happiness and well-earned leisure.

The St. Louis Froebel Society, at its January meeting, enjoyed the rare treat of hearing Mrs. Ruth McEnery Stuart give an interpretive reading from her own immortal "Sonny" and other works. This was a happy preparation for the February meeting when Miss Alice O'Grady of Chicago Teachers College will address the Society on "The Development of the Sense of Humor".

BY NIGHT AND DAY.

Old Mother Moon comes out by night
To see if we are covered tight;
While every golden baby star
Blinks in the great sky-bed afar.

But Sister Sun comes out by day
To brush the dew drop tears away;
To shake the sand dust from our eyes,
And bake our mud-cakes and our pies.

—Mabel Livingston Frank.

THE GOLDEN RULE

One rule to guide us in our life
Is always good and true,
'Tis, do to others as you would
That they should do to you.

All that you do
Do with all your might;
Things done by halves
Are never done right.

Moments are useless
Trifled away;
So work while you work,
And play while you play.

BOOK NOTES

The Farm Book,—Bob and Betty Visit Uncle John.—Story and pictures by E. Boyd Smith. This book abounds in interesting illustrations—many of them in colors, and many stories relating to farm life and work which can not fail to interest, as well as to instruct children of almost any age. Price, \$1.50 net. Houghton Mifflin Company, Boston and New York.

Educational Psychology Monographs—Moto-Sensory Development.—Observations on the first Three years of a Child. By George V. N. Dearborn, Professor of Physiology in the Tufts College Medical and Dental Schools, Boston. The book can not well prove otherwise than most interesting and profitable to all teachers and others who have charge of small children. Warwick & York, Baltimore.

Charlemagne—In "Life Stories for Young People." Published by A. C. McClurg & Company, Chicago. Tells the story of Charlemagne, or Charles the Great, as translated from the German of Ferdinand Schmidt by George P. Upton, author of "Musical Memories," "Standard Operas," etc. Translator of "Memories," "Immensee," etc. With five illustrations. Beautifully bound in cloth. Price 50 cents.

A Text-Book in the Principles of Education—By Ernest Norton Henderson, Ph. D., Professor of Education and Philosophy in Adelphi College, Brooklyn. In this volume the author presents in a systematic way the outlines of a theory of education from the point of view of evolution, and has succeeded in drawing into a unified scheme what seems to be the essential features of current thought on this subject today. There is not a teacher anywhere who would not profit by a careful study of this most excellent work. Published by The MacMillan Company. Price, \$1.75 net.

The Silver Thread and Other Folk Plays for Young People—By Constance Darcy MacKay. Author of "The House of The Heart and Other Plays for Children." The contents include: "The Silver Thread" (Cornish); "The Forest Spring" (Italian); "The Foam Maiden" (Celtic); "Troll Magic" (Norwegian); The Three Wishes (French); "A Brewing of Brains" (English); "Siegfried" (German); "The Snow Witch" (Russian). Price, \$1.10 net. Henry Holt & Company, New York.

"Why don't your daughter start a kindergarten?" asked a Review man of James E. Weter last week. "She did think very strongly of doing so," said Mr. Weter, "but I advised her against it. There is no suitable room available, a large amount of paraphernalia is needed, and the financial return would be uncertain. I realize that the little tots growing up all around us are sadly in need of just such instruction. It just seems to fit into their very natures, and fills their imaginations with healthy things, gives them proper conceptions of tone and color, and in every way prepares them for the primary work which comes later in their educational life. We have many children in this place who absolutely need this kindergarten instruction, and we are not doing our duty by them when we fail to provide it. Richmond (Mich.) Review,

SPOILT CHILDREN.

By Mrs. Conyers Alston (Amsterdam, Transvaal).

There is a letter preserved in the Bodleian Library written on papyrus from an Egyptian boy to his father. The date of this letter is the third or fourth century, and the following translation is given: "Theon, to his father Theon, greeting. It was a fine thing of you not to take me with you to Alexandria. Send me a lyre, I implore you. If you don't, I won't eat, I won't drink! There now!"

The spoilt, naughty boy! There, if you like, was a child who required taking in hand. Cannot you imagine the tiresome little boy sulking in a corner, his eyes filling with tears of self-pity as he pictures himself wasting away to a skeleton? But is not the letter an interesting document, one of those sidelights that peeples the past with real flesh and blood for us? That the writer was only a spoilt pettish child makes it all the more valuable, and **perhaps**, too, a little consoling, for are we not accustomed to think of the present day as essentially the age of the Spoilt Child? But here is documentary evidence of a spoilt child in the age of the Church Fathers, and, to go back even further, Solomon's oft-quoted proverb proves that even in his day there were spoilt children, all proverbs being evolved from experience. Take classical fiction, again. Think of those objectionable Reed children in *Jane Eyre*, of the sons of Sir Hildebrand Osbaldistone, of the younger Bennet girls—none of them of this generation. Historians do not throw much light on child life in the past, for they generally ignore mankind until old enough to win or lose battles; but we may safely infer that while there have been foolish men and women in the world there have also been spoilt children.

Still conceding so much, there are causes which justify us in assuming that the spoiling of children has never been so universal as now. The world has moved on since, in the great days of Greece, infanticide as a check on population was considered legitimate, even by great men like Aristotle and Plato. The world in those days was meant solely for grown-up people. Then came Christianity, and with it the realization of the sacredness of human life. And now has come the day when we realize that not only has every child the right to live; he has also the right to self-development.

We are at present living in a period of transition, and in the enlarging of our outlook on child life we have had to throw aside many world-worn convictions. Now, all periods of transition are difficult, and in trying to find our way we wobble between the Scylla of over-indulgence and the Charybdis of over-severity. We are so afraid of crushing the child's manly spirit of budding genius that we stop to consider whether Tommy is really naughty and deserves punishment, or is only trying to express himself in an original manner. Our attitude becomes one of hesitation, and while we hesitate Tommy goes his own merry way. Then we excuse ourselves by saying: "Animal spirits must have an outlet, and of course everything must give way to the children." Our want of settled convictions results in a lack of discipline. Our methods become complicated by many theories, and therefore indefinite. The child's activities are dissipated for want of firm guidance. Who does not know of children of brilliant promise who have developed into common-place men and women for want of that guidance which all young things require? A lax home makes a lax mind. "The child is so easily influenced and the number of controlling factors about him is so large, that unless there is a fixed and constant plan of action, which is designed to fashion him in a certain manner, his final condition will be settled by a ragged combination of chance influences."*

It is right enough that children should be the first consideration in a home, but not at all necessary that they should know it. Too many children seem to look upon it as their right that the whole household should revolve round them. In our anxiety to give the child his rights we forget that mothers, governesses and even nurses have rights too, and the child is too often quite oblivious of any obligations he owes to those around him. As a rule the most blindly unselfish mother has the most selfish children.

We all know some spoilt children. If we are friends of the parents we say: "They would be quite nice children if they weren't spoilt;" if acquaintances merely, we say: "What little beasts!" How often do we hear it said: "He is quite a nice child when his mother isn't there!" The reason why children so often do not behave well in their

*Dr. Oppenheim, *Development of the Child*.

mother's presence is that with her they immediately become self-conscious and self-assertive. They cry out for her sympathy, and finding in her a defender, they feel that under her wing they may say or do what they like. Her very love for the child makes her lenient to faults that call for sternness. It is strange, but the mother of spoilt children is often a charming, intelligent woman, not lacking in judgment where her feelings are not concerned.

A spoilt child is a selfish child, and "selfishness in children," says Frœbel, "arises from the neglect to awaken and foster the feeling of community." And what is the feeling of community but a sense of what we owe others—in a word, kindness. It is not a difficult thing to teach children to be kind, in spite of all that cynics say of the innate selfishness of human nature. Human nature is just as prone to unselfishness as selfishness, **providing it is shown the way early enough.** child soon learns to feel pleasure in the recognition of the fact that he is "a kind boy" when he gives up his whip to his little brother—he may not want the whip just then, but he feels the glow of virtue all the same. We must reach the highest that is in the child on stepping-stones of lower emotions, and the love of praise leads to virtue.

But precepts only lead to hypocrisy unless there is an atmosphere of love in the home. If, as Frœbel and Herbert Spencer say, it is only through the bringing-up of children we reach our highest possibilities, one of the greatest obligations they impose upon us is, never to let them hear an unkind word of or to anybody. How thoughtlessly and foolishly do grown-up people ramble on, criticising and condemning the conduct and idiosyncrasies of others, quite regardless of the little person playing with her dolls in the corner, who is taking in every word, and learning, too, to judge others by their faults and weaknesses alone.

Children, of course, out of mere thoughtlessness, forget the claims of others, and therefore it is well to remind them sometimes that grown-up people occasionally get tired or have headaches, or have work to do irrespective of them, and to play quietly in consequence ought to be considered no hardship. Of course, the failure to understand simply from inexperience of suffering is only natural. R. L. Stevenson describes how once, when he was groaning in agony, a small boy entered the room and casually asked for information

as to the whereabouts of a mislaid bow and arrow. A friend told me that during a serious and painful illness a little nephew used to visit him every day without asking once how he was. Surely in this case it would have been a lesson for the child if the uncle had said: "Don't you think it would be polite to ask how I am?"

Selfishness grows, too, through children being allowed to receive gifts without being taught to give. The pleasure of giving is not of spontaneous growth; it has to be suggested and encouraged. I knew a family of children who used to receive great piles of Christmas cards without being encouraged to send one in return. "I can't afford Christmas cards," the mother of those children would say, while she loaded them with a superfluity of useless and unsatisfying presents. Even the sending away of a Christmas card, always a pleasure to a child, is a stepping-stone on the road to unselfishness.

Again, do we realize the importance of teaching children gratitude? It is often said that children are ungrateful by nature. Well, of course they are if they are allowed to take all that others do for them as a matter of course. And here we come to one great difficulty which requires continual watchfulness in bringing up children in South Africa. A child, even in babyhood, domineers over the Kafir, and later on expects to be waited upon in a way no child at home would dream of. "Fetch me my doll!" says a little girl imperiously, and the Kafir maid brings it without dreaming of demurring, while the child's parent sits by blind to the harm that is being done to the child's character. Self-help has no place in the education of South African children. Prof. James draws a delightful and original distinction between an educated and an uneducated person. An "uneducated person," he says, "is one who is nonplussed by all but the most habitual situations. One who is educated is able practically to extricate himself by means of the examples with which his mind is stored and of the abstract conceptions which he has acquired, from circumstances in which he never was placed before." In other words, an educated person can always rise to the occasion. But how can one rise to the occasion who has not first learned self-reliance and self-dependence? If children are to learn self-dependence nothing should ever be done for them that they can do for themselves. In

South Africa children never do anything for themselves that a Kaffir can do for them.

"Let us live with our children!" said Frœbel.

And if we do resolve to give up ourselves and our time to our children, what then?

First of all, let our aims be definite. Moral training, we are all agreed, is the most important part of education. It depends largely on the atmosphere of the home, on the love and life, the peace and truth that dwell there, but there also must be definite teaching. The child has a natural desire to label vice and virtue. He likes to know exactly whether this is wrong or that right. Conscience has to be educated before it speaks for itself. At first the explanation "Mother said so," is final, but the time comes when that ceases to satisfy, and unless moral teaching has been based on religion the child will feel the ground slipping from beneath his feet. Ethical teaching without religion is giving a child a stone when he asks for bread.

It is a matter for wonder that so many mothers are content to leave their children during the most impressionable years of life to the care of the uneducated, to people whose one idea of training is a campaign of suppression, and who think that because a child is high-spirited and perhaps troublesome, that he is necessarily naughty. The poor child's ideas of right and wrong become so confused that he thinks that to scribble on a wall is as serious an offense as telling a lie, judging the offense by the amount of wrath it brings on his head. The day will come, we hope, when no mother will have any one but a gentlewoman as nurse for her children; her children should not be left to the care of anybody who does not respect their feelings, or is not by nature courteous. Children are quickly responsive to the grace of good manners, but the nagging which too often takes the place of training hardens them and spoils their tempers, and in place of gentleness and consideration for others we get aggressiveness. Anything may be excused in a child who is being nagged at continually.

And what about intellectual training? We may send children to school to enable them to acquire learning, but intellectual, just as much as moral, training depends on the home. Mr. A. C. Benson says that he generally found, when he was a master at Eton, that if a boy was intellectually inclined he came from an intellectual home. Such a boy would come from

a home with a vigorous mental atmosphere. He would be surrounded by good books, he would daily hear intelligent conversation, his questions would be intelligently answered, and he would be encouraged to think. Unless brought up in an intellectual atmosphere, children will have no respect for learning, and will look upon the hours in the school-room as so much time to be got through in the intervals of cricket and football.

To satisfy and create an interest in the things that endure, a mother requires some preparation. Her mind must be filled with nursery lore and she must have the gift of story-telling. She must know the names of birds and beasts, of trees and flowers, for every child is a student of nature if only helped in the beginning to find names for his discoveries. The child, too, must be given opportunities to express himself in work as well as in play. A child loves to "help," and nothing hurts him more than to be told to "go away" when he imagines he is making himself useful. "Never destroy the child's impulse to activity," says Frœbel, "by rejecting his help as hindering and intrusive. He becomes fretful and idle. If he meets with a hindrance to his spirit of activity and particularly to formation and representation, his power becomes weakened, and if this experience is repeated he withdraws into the background and subsides into inactivity."

It is at home, too, that the child's imagination must first be cultivated and his love of truth and beauty first developed. As he outgrows nursery rhymes and fairy tales he should be told the great legends of the past, the myths and fables, the Bible stories, the stories of early Greece and Rome, and when he can read with ease he will be ready to begin the great classics of English fiction. The training of the imagination is as important from a moral as from a mental point of view. Let us hear what Lecky has to say on this subject:—

The same intellectual culture that facilitates the realization of suffering, and therefore produces compassion, facilitates also the realization of character and opinions, and therefore produces charity. The great majority of uncharitable judgments in the world may be traced to a deficiency of imagination. The chief cause of sectarian animosity is the incapacity of most men to conceive hostile systems in the light in which they appear to their adherents, and to enter into the enthusiasm

they inspire. The acquisition of this power of intellectual sympathy is a common accompaniment of a large and cultivated mind, and wherever it exists it assuages the rancour of controversy. The further our analysis extends, and the more our realizing faculties are cultivated, the more sensible do we become of the influence of circumstances both upon character and upon opinions and of the exaggerations of our first estimates of moral inequalities.*

The power of imagination is a never-ending avenue of joy to its possessor. With it, life need never be dull or prosaic. Not every child is meant to be a student of books, but every child has an imagination to be cultivated, which if given nothing to feed on in early childhood, atrophies before school-days begin. If we neglect to train the imaginations of our children we are warping their souls as well as their intellects.

Surely a mother need not grudge the time she ought to devote to her children, for she gains more than she gives.

O'er wayward childhood wouldst thou hold
firm rule,

And sun thee in the light of happy faces!

Love, Hope and Patience, these must be thy
graces,

And in thine own heart let them first keep
school.

**History of European Morals.*

Care of the Eyes

On all text-books in the Chicago schools there will be attached "stickers" with the following advice to the pupils on the care of the eyes:

1. Your eyes are worth to you more than any book.
2. Your safety and success in life depend upon your eyes; therefore, take care of them.
3. Always hold your head up when you read.
4. Hold your book fourteen inches from your face.
5. Be sure that the light is clear and good.
6. Never read in a bad light.
7. Never read with the sun shining directly on the book.
8. Never face the light when reading.
9. Let the light come from behind you or over your left shoulder.
10. Avoid books or papers printed indistinctly or in bad type.
11. Rest your eyes by looking away from the book every few minutes.
12. Cleanse your eyes night and morning with pure water.

Kindergarten Material in Rural Schools

The use of kindergarten material in rural schools has been steadily increasing for years. Its value has been fully proven and it may be stated, that the best teachers will not undertake the work with small children without kindergarten material. The great variety of the material, its cheapness and its adaptability for many purposes will render it a necessity where anything like good work is to be accomplished.

The condition in the average rural schools is about as follows:

The teacher is usually a young woman, frequently without normal training, and with not very much experience as a teacher. She is confronted with a difficulty which teachers in village and city schools do not have to meet at all, viz.: She must divide her attention among pupils, perhaps, of every grade, from the chart class up. In some cases her educational advantages have not been sufficient to place her far above some of the older pupils, so far as text book work is concerned, and naturally, her attention is largely directed toward the older children and the tendency, without any such purpose on her part, is really to neglect the little ones. The fact is, without the aid of kindergarten material, the little children will require practically all her time to keep them in the process of development.

The child, accustomed at home to almost incessant play, finds the school room irksome, indeed, unless he is provided with something to occupy his time and interest. If this is provided in variety and he is not permitted to use any one kind of material too frequently or too long at a time, he will use it with interest and by a little direction and suggestion can be led to undertake work as play, which will lead him to exercise control over his hands and his feet, and in a limited way at least to imitate, to invent and to execute, to appreciate things of beauty and symmetry, to comprehend something of the community spirit, in short to receive in some measure the spiritual, mental, and physical development which he needs.

The reputation of a teacher, her chances for success and for increased wages, rests almost exclusively upon the work accomplished with the pupils.

There are, of course, a great many rural schools where the "Board" does not provide kindergarten material and it is purchased by the teachers, but in many instances if properly approached and the matter explained to them, they would be entirely willing to pay the bill.

A great many rural teachers have found this plan quite successful: The rural teacher makes a small selection of kindergarten material, costing but a few dollars, which she purchases, securing from the dealer a receipted bill; she then takes this to the director or clerk and explains the necessity of the goods; that she has paid for them and requesting an order in her favor for the amount. Usually where the amount is limited there will be no refusal to pay the bill and a precedent for future purchases will be established. Another plan is for the teacher to purchase the goods and afterwards recover the amount paid by means of an entertainment or something of that kind.

We close this series of articles with a few suggestions on Clay Modeling.

Tenth Occupation

The instructions given for paper folding and cutting will apply to this occupation, to a considerable extent.

Eleventh Occupation—Clay Modeling

Ordinary clay can not be used for this purpose. The best artist clay is relatively clean. If the dry clay is used, it should be prepared as follows:

Tie it up in a cloth, or place in a cloth bag. Soak in water for an hour and a half, then without removing the cloth knead thoroughly until the mass seems plastic and free from lumps.

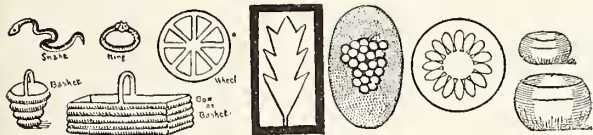
Open cloth from time to time while kneading and examine the clay. If too dry return to the water, and if too wet, allow to dry off. When properly kneaded, it will have a springy feeling, and when rubbed smooth will glisten as if oily. If too wet, it will be sticky. If too dry, it will feel hard to the touch. With a little practice the teacher can tell when it is just right. When once put into proper condition it can ordinarily be so kept by being wrapped in a wet cloth several layers in thickness, and placed in a covered jar or pail, but it should be examined several hours before each exercise to allow time for the clay to dry off if it should be found too wet.

If clay flour is used water must be added to produce the desired consistency.

After each exercise any remnants or broken objects from previous exercises should be thoroughly wet and placed in the cloth with the other clay, to be subsequently kneaded, in order that nothing may be wasted.

We give a few illustrations and hints. This work can be used to supplement nature study; fruits, nuts, vegetables, can be moulded and colored. The occupation gives a child a chance to express to you what he sees and how he sees it. As an aid to drawing and variation of same, it is invaluable. Ten or fifteen pounds of clay will be sufficient for an ordinary schoolroom. Clay modeling is an incentive to cleanliness. Set apart some particular day for clay modeling if you are troubled with taints in your first grade. Nothing will induce them to miss the modeling. Frank's hands will be clean lest his modeling will not look as pretty as John's. Clean hands always bring a clean face in a short time.

Clay modeling can be correlated with the geography lesson most satisfactorily. Each pupil is supplied with the necessary material and from memory models the outline of the desired continent. The clay is pinched into heaps to represent mountains, and with the modeling knife they make indentures to represent rivers. This takes no more time than an ordinary recitation, is very interesting, and makes a more permanent impression upon the minds of the children of the outline and surface of the modeled continent than can be gained in any other way.



It has been noticed that one of the first things the children do with the clay is to roll long pieces; worms, they call them. Who hasn't rolled worms in those days gone by from the putty left by some glazier? If we believe this to be true, let the children roll worms and worms and worms. These should be utilized, however.

Press one end and twist a little and you have a snake.

Join the ends and make a ring.

Work a little at the joint and have a seal ring.

A large worm makes a good bracelet.

A number of worms linked together is a chain.

Two worms and you have a cross.

Three worms crossed form a star.

A bracelet around a star is a wheel.

One bracelet on top of another makes a basket. Another worm will do for the handle.

Worms on worms, long ones and short ones, make a box.

And so on indefinitely.

As sure as the children love to make worms just as sure do they make balls. Little ones mostly. These must be utilized and the children gradually led to make objects.

The small balls may be kept as marbles, used as eggs, pierced with a needle when fresh and put away to dry, then strung as beads, forming necklace or bracelets. Or, after drying, they can be painted before stringing. They can be strung with straws, parquetry, seeds, cranberries, paper flowers cut by the children, as apple blossoms, butter-cups, or daisies. Many similar uses will suggest themselves.

Very soon the children will be ready for the large sphere. This can be called a ball and left as such for a time. When the children are ready for something more difficult this ball may be worked into a horse, a cow, a chicken, in fact almost all animal forms can be founded on the ball and produced as indicated above. This work will now lead to illustrating story work.

Miscellaneous

The best material for teaching the six principal colors in combination with the tints and shades, etc., is the kindergarten coated papers. The work consists of parquetry pasting, mat weaving, paper folding and cutting, paper interlacing, etc.

The Kindergarten Beads (see list No. 486, 487, 488, 489, 490.) are excellent for correlation with almost any of the gifts or occupations. Give each pupil a few of the beads and a shoe string; allow them to string perhaps first all the red beads, then the other colors or all the balls, then the cubes, then the cylinders, then alternating balls and cylinders and alternating the colors likewise.

Straws for stringing are also excellent. Give the pupils a threaded needle, let them string straws of alternating colors, or alternate with parquetry one-inch circles, or anything that will make a beautiful combination.

ADHESIVE PARCHMENT PAPER

Is used in Schools and Educational institutions for Repairing Torn Leaves of School Books, Music Books, Maps, Drawings, Manuscripts, Sheet Music, etc. etc. Also for Mounting Botanical Specimens.



This paper is perfectly transparent, very adhesive and possesses great tensile strength. It is the only paper made that will not curl, a preparation (harmless) being applied to keep it from curling, causing the slips to adhere to each other. They will pull apart readily and should not be separated until needed for use. 1 dozen Envelopes.....75c

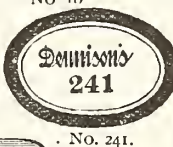


Gummed Numbers, Alphabets and Labels

for numbering and marking library books, exhibition papers, etc.



No. 21.



No. 241.



Nos. 9, 19 and 2.

No. 217.

No. 10. Consecutive numbers 1 to 10,000, 200 on a sheet, per 1000 \$0.60

No. 21. Alphabets. 4 alphabets on a sheet per doz. sheets .40

Nos. 217 and 241. Gummed labels, red border, 10c in a box.

Per box.....10c. Per dozen boxes......85

9. Suspension Rings, paper, single Per 100 .60

19. " " cloth......85

2. " " paper, double.....1.40

EDUCATIONAL TOY MONEY



This money, printed in black and white, is approved by the authorities and answers very well the educational purposes for which it is made. It is sold in boxes having movable trays, one for each denomination, with amounts representing about \$100. Or if wanted in quantities, we will quote special rates.

Price, per box, 25 cents; postage 4 cents.



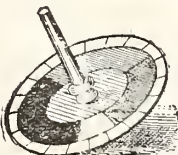
CARD CUTTERS.

The Diamond, 6 x 6 1/2 in., \$1.50 net.

The Dandy, 4 1/2 x 8 1/2 " 2.00 "

The Studio, 10 x 10 1/2 " 2.50 "

THE COLOR TOP.



At the suggestion of prominent educators we have prepared a color top, shown in the accompanying illustration, consisting of a heavy cardboard disk about one inch and a half in diameter, graduated decimally on its circumference, a spindle with a friction nut sliding on it, and sixteen disks of colored papers in two sizes. C

Price, 5 cents; postage 1 cent.



The Barbour Tablet Ink FOR SCHOOL USE

The Barbour Tablet ink is now being used in the public schools of many of our largest cities, and it has always given satisfaction.

Send all orders to J. H. Shults, Manistee, Mich.

Cheap and Excellent Books

SONG KNAPSACK, 142 songs for schools, 10c; \$1 dozen.

"PAT'S P" A, 124 pp. All the music to the KNAP SACK songs. Sweetest, sanest, jolliest song book made. Cloth, 50c.

PRIMER OF PEDAGOGY, by Prof. D. Putnam Just what the times demand. Cloth 122 pp. 25c

MANUAL OF ORTHOGRAPHY AND ELEMENTARY SOUNDS, by Henry R. Pattengill. Up-to-date. 104 pp., 25c.

CIVIL GOVERNMENT OF U. S., by W. C. Hewitt 118 pp., complete new, cloth, 25c; \$2.40 per doz
MEMORY GEMS, 1000 GRADED SELECTIONS, by H. R. Pattengill. 143 pp., linen morocco finish 25c.

MORNING EXERCISES AND SCHOOL RECREATIONS, by C. W. Mickens. New, 267 pp., 50c
PRIMARY SPEAKER FOR FIRST AND SECOND GRADES, by Mary L. Davenport. Fresh elegant. 132 pp., 25c.

OLD GLORY SPEAKER, containing 80 of the choicest patriotic pieces written. 126 pp., 25c

HINTS FROM SQUINTS, 144 pp. Hints comical hints quizzical, hints pedagogical, hints ethical hints miscellaneous. Cloth, 50c.

SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling" in school.

HENRY R. PATTENGILL, Lansing, Mich.

WANTED—A copy of the Kindergarten-Primary Magazine for October, 1904. Address, Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Position as kindergarten. Graduate of a good training school. Address, W. 278 River Street, Manistee, Mich.

FOR SALE—A second hand 6-foot kindergarten table. Price \$2.50. J. H. Shults, Manistee, Mich.

WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1889; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Kindergarten-Primary Magazine for January and October, 1894, and October, 1897. Address G. Dunn, & Company, 403 St. Peter Street, St. Paul, Minn.

WANTED—One copy each of Kindergarten-Primary Magazine, as follows: June and September, 1894; January, April and May, 1895; October, November and December, 1893; February, 1898; September to December, 1905; January to February, 1906. Address, The University of Chicago Press, Library Department, Chicago, Ill.

WANTED—Back numbers of Kindergarten-Primary Magazine for September, 1909, and February 1910. J. I. Shults, Manistee, Mich.

WANTED—Position as teacher of Domestic Science and Domestic Art by graduate of Milwaukee. Address, E. J. B. Johnston, Hall, Milwaukee-Downer College, Milwaukee, Wis.

American Primary Teacher

Edited by E. A. WINSHIP

Published Monthly Except July and August

An up-to-date, wide awake paper for the grades. Illustrated articles on Industrial Geography, New Work in the Grades Drawing, Fables in Silhouette and other school room work. Send for specimen copy and prospectus.

Subscription, \$1.00 a Year

NEW ENGLAND PUBLISHING CO.

299 BEACON STREET, BOSTON

Dutch Ditties

FOR

CHILDRN

FIFTEEN SONGS

WITH PIANO ACCOMPANIMENT

Words and Music

by

ANICE TERHUNE

Pictures by Albertine Randall Wheelen

1.25 net

NEW YORK: G. SCHIRMER

BOSTON: BOSTON MUSIC CO

LONDON: SCHOTT & CO.

Hand Bells



No. 029



402B to 410B

Call Bells



No. 715



No. 760

No. 715. Nickel plated, bronze base, diameter of base, 2 1/4 ins. 15c.

No. 760. Nickel plated, bronze base, diameter of base, 2 1/4 ins. 35c.

Electric Strike Bell, Nickel-plated, bronze base, \$1.00

ELECTRIC BELL

PITCH PIPES.



Congdon's.



Common.

Congdon's, 10 keys	Price, each,	\$0.50
Common, 1 key, "C"	" per doz.,	1.80
" 2 keys, "C" and "G"	"	3.00

HORSESHOE MAGNETS.



Each 1 dozen in package. We do not break packages.

No.	Each	Per doz.
1 2 1/2 inch	\$0.05	\$0.40
2 3	.06	.48
3 3 1/2	.07	.58
4 4	.08	.75
5 4 1/2	.09	.95

Order from J. H. Shults, Manistee, Mich.



THE NEW SAN FRANCISCO—Looking down Market Street from the Flood Building
The next Annual Meeting of the N. E. A. will be held in this city July 8-14, 1911



THE NEW SAN FRANCISCO—Royal Insurance Building .

The Kindergarten-Primary Magazine

VOL. XXIII—APRIL, 1911—NO. 8

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

INDEX TO CONTENTS

Editorial Note on Dr. Merrill's Retirement	
E. Lyell Earle	217
Taking Hold by Letting Go	218
Ethical Lessons from Fröbel's Mother Play	
Bertha Johnston	219
Don't Make it Too Easy	220
Variety in the Class-room	220
Kate G. Clark	
Jenny B. Merrill, Pd. D.	221
Peace and the Professor	222
The Song of the Wind	
Frederick Beard	224
The Maple Tree's Soothing Syrup	
Grace Collins	225
Easter Thoughts	226
Hand Work for Easter	
A. Louise Woodford	227
Ethical Culture	231
Plans for the Fröbel Pilgrimage	232
Why Should Anyone Go Insane	
Homer Folks and Everett S. Elwood	233
The Kindergarten in Cincinnati	236
Helpful Hints and Suggestions	237
How to Abolish Dust	237
The Teacher's Creed	237
A Number Game	237
The Eighteenth Annual Convention of the International Kindergarten Union—Advance Program	239
Days of Promise	241
Says Officer Casey	243

Editorial Note on Dr. Merrill's Retirement

E. LYELL EARLE

Last month the magazine noticed in a general way the retirement of Dr. J. B. Merrill from the position of Supervisor of Kindergartens in three of the Boroughs of Greater New York; the success of her work in that position was outlined therein and the attitude of the Department of Education and of the teachers who were under her supervision, and of the public were all specifically expressed.

The Magazine, however, owes Dr. Merrill a special debt of gratitude for her efficient co-operation which cannot be paid by any mere general commendation.

When the Kindergarten was struggling for existence, twenty-five years ago, Dr. Merrill was one of the first, with true womanly insight, who was brought to see into the future of things and to take a firm stand in defence of the then feeble movement. From that time to the present day her efforts have been unceasing and no man is able to say what shall be the measure of the results of these years of constant fidelity. With a true womanly spirit she allowed both teachers and pupils, which together are legion, to grow up in the vivifying sunshine of true democracy, and out of that assembly have come, and will come, many freed spirits, who shall be, indeed, placed as leaders and shall fulfill in their lives and deeds fruitfulness of spiritual maternity not given to many mothers. The world is always better for the work of every good woman; and in turn, humanity pays back to such woman a large abundance of her own dignity.

Resolutions adopted by the New York Public School Kindergarten Association:

The resignation of Jenny B. Merrill, Pd.D., as director of the Boroughs of Manhattan, Bronx and Richmond of the city of New York, brings a sense of great loss to every kindergartner whose privilege

it has been to work under her supervision. The regret is not merely professional, it is personal and individual, for she has always been the friend and helper of each kindergartner. With the spirit of that true democracy, which gives the largest possible measure of freedom to each individual, she strove ever to inspire her teachers rather than to dominate them. In supervising she employed the same methods that she encouraged her kindergartners to use with their classes. She emphasized self-activity, leading to self-criticism, self-control and self-development.

Though many thousand children were committed to her care, Dr. Merrill never lost the sense of the supreme importance and significance of each child and while she saw clearly large principles and was ever open-minded to new theories of education, she welcomed them with the need of the individual child in her mind and sanctioned their practise only as the child justified their wisdom.

It is with gratitude and with affection as well as in the light of the inspiration she has been to us that we record the following resolutions:

Be it resolved, That the New York Public School Kindergarten Association of the Boroughs of Manhattan, Bronx and Richmond, expresses its profound regret at the resignation of Dr. Jenny B. Merrill. It was with her consent and encouragement that this Association was formed and her faith in it as an independent organization has aided in its steady growth.

Be it resolved, That we express our regret, not only for our own loss, but for the little children of this city. No one could know as we know how devoted, how tireless, how marvelously individual her service has been in their behalf.

Be it resolved, That as any loss to the children is in a most vital sense a loss to the whole city, we express our regret at the resignation of a public officer who has rendered a service to the city of great human significance and measureless worth.

Be it resolved, That a copy of these resolutions be sent to Dr. Merrill, to the Board of Education, and be spread upon the minutes of the Association.

F. P. HANSFORD,

Secretary.

TAKING HOLD BY LETTING GO.

If you want to fix a thing in your own mind, tell it to another. He may not retain it as his own, but you will. A skilled teacher said to his pupils, in urging them to "talk back" to him by question and comment: "You may forget all that I say to you but you cannot forget what you say to me." A thought best reaches one's mind by coming out from one's mouth. Let us store our minds with important truths by talking of them to our fellows.—Canadian Teacher.

"He is the best teacher who stimulates his pupils with the fewest words to the greatest mental activity possible."

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY.

A New Translation by Bertha Johnston.

OH! MY BABY'S FALLING!

In all the Mother wise may do
A meaning deep we bring to view.
E'en with the simple Falling Game
She has in mind a higher aim
And so provides all Love can do
To strengthen soul and body too.
Then should her child e'er slip, love-stayed,
He ever may a fall evade.

RHYME FOR THE CHILD.

Down goes baby without fear!
Gently now I raise you dear!
Hear the darling laugh the while,
Answering Mother's watchful smile,
Careful she no harm is done
To her cooing little one.
Down goes baby without fear!
Gaily now I raise you dear;
How his mind and body grow
Thoughtful, happy play will show.

Froebel's Commentary.

(Play for strengthening the entire body.)

As it often happens in life that that which lies nearest is overlooked, so it was with this little song. Later, for reasons which deserved consideration, it was not possible for the artist to make a drawing. But since the songs and game as a bodily play could not be well left out, it stands here without illustration. However, reflective mother, to you it is easily self-explanatory, in itself, and also through the motto, which is so easily put into execution.

I see you, dear mother, as you stand before the table upon which lies extended a cushion, or before the crib of your darling. The latter is half-sitting, half-lying, with his plump little back in the basket formed by your hands, as you, raising them a little above the child's cushion or crib, let them glide gently out from the cushion yet so that the body feels itself slightly jarred. Or, the child is already lying before you upon the cushion or thick quilt. You grasp both his little hands or arms and thus raise the upper part of his body so that he is in a sitting position. Now you let the child's arms and hands again glide gently out of your hands and again he falls down on his bed so that he really is sensible of a little shock.

Now as this slipping away under your protecting care and love both strengthens your child and gives him an increasing sense of power, so, solicitous mother, in your later life, you have in your surroundings enough by

means of which to cultivate in your growing child the feeling and perception that sliding, without such a watchful eye, leads easily to a fall. There glides the child, down the snowy road on his sled. The eye, the strength to guide the sled are lacking yet, and see! he falls! luckily enough it injures him and his bones but little. "Train your eye, increase your strength, that in the future you may avoid falls." There glides the boy on the ice: heedlessly he looks around, heedlessly he lets his feet, his legs go where they will; he falls, and fortunately, merely skins his hand a little. "Collect your thoughts, train your observation, look where you are going, control your feet, your legs, so that you will not fall again," his aches and bruises say to him. But alas! the smooth plate has slipped away from the little girl there, the mirror-clear glass from the little boy, yet they carried them so carefully, and did not once turn their eyes from them. They did not use the strength in their hands, their fingers. Heedfulness and a proper distrust, if accompanied by weakness and impotency, lead none the less to accident. As the needs of your child demand, put together and compare these pictures from life and you will not miss the illustrations lacking here, but on the contrary, will insure to your child for life, the benefits derived from this little play.

FALLING! FALLING!

I went for a glass of water,
(Grandpa was tired and hot);
I ran into the rocker
And spilled it on the spot.

I sometimes set the table,
Tho most afraid to try;
The dishes act so slippery,
Whether they're wet or dry.

Sue's canary-bird escaped us—
I caught it, out of breath;
But when my hand I opened,
I'd squeezed it quite to death.

I climbed the tree for cherries,
But fell and scraped my knee;
And tore my brand-new trousers;
Bob says, "that's just like me."

But Mama's not discouraged,
She says, "Just try again,
But use your eyes and use your mind
And THINK, my little Ben.

"Just watch the Maltese pussy,
She carries each wee kit,
So firmly, yet so gently,
She hurts it not a bit.

"From limb to limb the monkeys
Leap spry, and quick, and sure,
They'd smile at my boy's falling
Or grin a grin demure.

Th' opossum mother carries,
In pouch or ranged on back,
From tree to tree her young ones,
To cling, they've learned the knack.

"And Ben must learn the lesson
And train body, brain and eye,
To save from slips and stumbles,
In the NOW and BYE-AND-BYE."

Supplementary Remarks.

Simple as is the little play described in this, the first of Froebel's Commentaries, he himself points out how valuable a lesson for later life is suggested by the frolic that upon its surface indicates no deep moral. What benefit may the grade teacher derive therefrom?

How train the child to put thought into his every action? In the Kindergarten the director makes a point of giving to the heedless, the thoughtless, the indifferent, the careless, the timid child, frequent opportunities to exercise thought, attention, control, courage. She asks the heedless child to distribute the little blocks to be used in the next play, oh, so carefully; or to carry a little chair without knocking it into the newly papered wall or the legs of another child. The forgetful little one is sent upon some errand requiring a little thought. The one whose muscles are not completely cordinated is called upon to venture the difficult feat of skipping, first with one foot, then with two, etc., until he can hop and skip with as much freedom around the circle as the bird can fly.

If she once realizes that school is not narrowed down to teaching reading, writing and 'rithmetic, but that she can and should make opportunities for the weak, the heedless, the timid to develop self-reliance, care and attention she will find the occasions. Too frequently the passing of pencils, papers, etc., is given as a privilege, as a kind of reward, to those who need it least; the child who always knows his lessons, never bungles, is not the one to be always sent upon necessary errands. It is important to nurture the self-confidence, self-reliance in each of the children, together with a sense of responsibility that will make them attentive to directions when entrusted with a message, verbal or written. The watering of the plants in the schoolroom, the fetching a glass of water for the teacher, the carrying of the ink-bottle with such care! all these

exercises may be made a means of grace for the children lacking in cöordination and self-control.

A few physical exercises we will suggest for use during free periods between lessons which may be utilized to advantage for training in attention and heedfulness.

The various ball games, tossing up and down and over the shoulder, bouncing, etc., train in quick attention. Grace-hoops might well be brought into practice again also; games with beanbags, both throwing and aiming at a target, are excellent, and the well-known potato race calls for care and speed. Let the children march steadily around in the aisles, carrying each a potato on a ruler. Also, practice carrying the ruler balanced upon the forefinger, the hand held vertical. Practice carrying a book upon the head. What a noble carriage is that of the peasant women who bear so steadily immense burdens upon their heads!

Have a board brought into schoolroom or yard and let the children "walk the plank," first placed with its broad face uppermost and then with the narrow edge up. Draw circles on floor like stepping-stones and have children step from one to another without stumbling or losing balance. We witnessed recently, in a moving picture show, a remarkable exhibition of skill in roller-skating in Australia. A large number of bottles were placed about a foot apart as tenpins are placed. In and out, between these, a man rolled on his skates, his entire body under perfect control.

Exercises like the above, many of which are a strain upon the attention of a nervous, ambitious child, should be followed by those of a relaxing nature, such as the loose shaking of the fingers as tho flicking water from them, the flying movements of birds and butterflies and others of like kind.

Nurture of Mind and Spirit.

It is important here for the teacher to impress upon the careless, heedless child that when he slips, and falls, and bruises or breaks a limb, he is not the only one affected. Develop his sense of responsibility by pointing out that if an arm be broken, mother or sister must help care for it; father must pay for medicine or doctor's bills. It may sometimes be necessary to change places in a rowboat, and if so to have perfect balance and be able to move without upsetting is greatly to be desired, but unless necessary, it is false courage, mere bravado, that would make the attempt.

Tell how people with quick eyes, and trained muscles, have been able to save life by placing planks upon the ice and stepping just in the right place and putting the body in just the correct position. Lives have been saved when a person of decision and steady nerves has crossed a narrow, broken railway bridge to signal an approaching train. Name some important situations in which close attention to directions is important. Soldier listening to instructions, steersman following orders, children in school obeying fire signals, gateman at railway crossing observing signals accurately. How can child practice "paying attention?" By listening attentively when mother or teacher give directions; do not ask them to repeat. If mother tells where you may find her scissors or thread do not come downstairs asking, "Where did you say they were?" "Make your head save your heels." Play the different school games with all the ardor possible; do not take all your fun in looking on, but take part in football or baseball, fencing, and other exercises that make for cöordination of muscles and self-control, and cöordination of one person with other persons, one part of an organization with other parts thereof.

What are some of the occupations which call for attention and extreme bodily control? Acrobatic performances of all kinds, trapeze swinging, mountain climbing, tight-rope walking, repairing of steeples, making of modern bridges, and our huge caravansaries of office buildings. What steadiness of nerve, what exactness of vision and quick response of body to all the requirements of these vocations! And yet there are few occupations that may not at one time or another make just such demands upon nerve, brain and will power.

DON'T MAKE IT TOO EASY.

Difficulties should not be made too simple for children. The teacher's aim should be to make the pupils get over the difficulties themselves, to present difficulties in their proper order, a natural series of steps, to graduate the steps to suit the advancement of the pupil, to avoid giving explanations as far as possible, and to explain when necessary in a clear, definite, brief manner. The golden rule of the teacher should be not to tell the pupil anything he should know or can learn by judicious teaching.—Hughes.

VARIETY IN THE CLASS ROOM.

Variety relieves the monotony which steals like the dry rot into the same formula administered day after day. Variety keeps alive the interest, and encourages investigation and research. Variety insures the placing of a subject in that particular light which commends it to each kind of intelligence, to each phenomenon of mind that can be found in the class.—Western School Journal.

KATE G. CLARK.

By Jenny B. Merrill.

The following should have appeared in a previous issue, but was omitted for the reason that the matter miscarried in transportation:

By the death of Miss Kate G. Clark the public kindergartens of Manhattan have lost one of their most devoted associates.

Miss Clark came to New York from Kansas City about twelve years ago. She had made a reputation as an assistant in a western training school before coming to New York. In New York she rejoined the ranks and taught Italian children in Mott street from 1898 to June, 1910. At least a thousand children must have been under her care.

As an evidence of Miss Clark's excellent work in occupations, I have placed on exhibit in my office specimens of the clay modeling of her little people last year. No special preparation was made for this work; it is the every day work of a faithful worker and was found in the kindergarten cabinet after Miss Clark left for the summer, with no thought of not returning.

The interesting feature of the modeling is that it is a simple expression of the year's work, as the naming of the pieces will readily show.

Our New York schools began last year with the Hudson Fulton celebration. Here in clay were the crude ships, the Indian, and his wigwam; also a baby in a cradle which may or may not have been a papoose. There were clay balls of the six colors, followed by the fruits and vegetables of fall, a well-filled fruit basket, and a jack-o-lantern; suggestions of the home in cups, bowls and a tray of dishes, a birthday cake, toys, the balls, a drum, trumpet, leading us on past Thanksgiving to Christmas. Then followed suggestions of the trades, a horse shoe, an anvil, a child's shoe, a hammer, and other tools.

I have not named the animals, echoes of fall and winter stories, the squirrel, the bears, the horse. Spring brought the watering can and flower pot. A mother hen surrounded by many little chicks tells of a very interesting group exercise at Easter time.

It seemed to me as I gathered this simple story of the year in the clay modeling that we can do no better than follow the year in our program, keeping impression and expression ever in mind as the two great factors in method. The children had been impressed in

story, picture, conversation or walk with these objects and naturally reproduced them when plastic material was given them.

The value of the little exhibit which I placed in my office is in its naturalness, simplicity and crudity. In short, it is childish expression.

In years past Miss Clark has contributed many specimens of original handwork at our conferences, occupation work being her specialty.

Of all women she was faithful. She was quiet, reserved, but always ready.

Her influence over the Italian mothers of the neighborhood and the children's love is best shown by the report on Mothers' Meetings which Miss Clark sent to me at my request last year. It gives me sincere pleasure to pass it on to the many kindergartners who love to teach the little Italian child after once learning to know his peculiarities of temperament.

Miss Clark unified her work with that of her fellow teachers in one of our most active centers, a school where hot lunches are served daily, where athletics are encouraged, where evening recreation clubs are organized, where an out-of-door class for enemic children adjoins the kindergarten, and a boys' brass band in the court daily assembles the children of the neighborhood.

That Miss Clark's lines fell to her in "pleasant places" is thus evidenced, for surely the kindergarten principle of activity is fully exemplified in this remarkably busy school center.

The kindergarten and Miss Clark's work in it was appreciated by her able principal, Mr. John Doty. Her kindergarten associates, Miss Grace I. Toms as chairman, have prepared the following resolutions:

We, friends and fellow workers of Miss Katherine G. Clark, wish to express our appreciation of her life and character and our sorrow at her sudden death. She was a sincere and helpful friend and never tiring in her devotion to the children. No interest of childhood was too trivial to receive her attention, and her loving presence will be long missed at the kindergarten on Mott Street that she had made peculiarly her own. Her interest in the children was very personal and the loving heart and staunch, true character left its lasting impression on many lives.

May that true spirit continue to inspire all those who follow her in P. S. 21, Manhattan.
(Signed)

THE COMMITTEE OF THE KINDERGARTNERS OF SCHOOL DISTRICT NO. 1.

PEACE AND THE PROFESSOR

I

The Professor sat in his study, meditating on war.

I hasten to reassure you. The Professor was a thoroughly pacific character. It was war in the past, not war on the future, which concerned the meditations of his heart. Of the general desirability of beating spears into pruning-hooks and swords into plowshares, and of converting cruisers and big guns into canal-boats and steel rails, he entertained not the least doubt, and looked forward with hope, if not with expectation, to a time when there should not be war any more and the high cost of living should be humbled to the dust.

You could tell from the study that the Professor was not a man of war. Landscapes and Roman aqueducts and Greek temples adorned the walls, and on the shelf was a pile of International Conciliation essays. The boots that hung above the desk were not the army boots of a Revolutionary great-grandfather, but the copper-toed survivals of his own fast-growing four-year-old childhood. The banners were college pennants, the instrument only a harmless guitar, and the little cast a Victory so mutilated as to be entirely innocent of martial suggestion. And in the Professor himself you saw no sign of the warworn veteran; the only scars he bore were the invisible scars of the usual operation and of the loves of youth long past.

No, the Professor was a lover of peace. He loved it so well that he spent no inconsiderable part of his salary for it—he paid without resistance, and almost without question, all the household bills; accepted as just, equitable, and inevitable the estimates of carpenter, plumber, and drayman; threw up his hands in surrender at the approach of the emissaries of charitable, religious, and educational organizations, and all the multitudinous other agencies for public and private improvement. He paid for peace when it cost even more—by not invoking the curfew and other ordinances upon the profanely and obscenely vociferous evening revels of democratic youth in the park play-ground that fronted his residence, by silent and neighborly submission to dust and stench and noises; by consuming the smoke of his own indignation instead of spreading its blackness abroad in the usual manner through the Kickers' Kolumn—in all this being as inconsistently pacific as most of his countrymen, who by desire for peace let themselves be driven to endure ills far worse than war.

This no doubt convinces you that the Professor was not by nature inclined to belligerence; but it is not telling you how he came to be meditating on war. Let me make plain the way his innocent thoughts had come to form such dangerous associations—for this was not the only time

they had exposed themselves to the corrupting influences of evil communication.

The Professor's business was not different from that of most other professors in the humanities; he was always dealing with the past—the lifeless, forgotten, impractical past, as wise people love to call it. Its records in literature, and history, and sculpture, and painting, and architecture, and the ten thousand petty remains of everyday life in museum and excavation—to interpret these was his main concern.

The Professor's justification of himself for this eternal dwelling on the dead past was also not unlike that of most other professors of the humanities; familiarity with the past was a desirable part of the foundation on which to erect the edifice of action in the present. As an individual, you were a more intelligent liver of life for knowing the life of ages gone; as the member of a commonwealth, you had more enlightened ideas as to what society ought to avoid, and what she was to cleave to. Considered in this light, the past was not dead and useless—not more than the food that had nourished your body in childhood, or the unseen foundations of the rising edifice. Until you were prepared to take the position that individual conduct was not in any measure properly and profitably based on past personal experience, it was hardly reasonable to hold that humanity as a whole, or the separate nations that composed it, could with safety remain ignorant of the past, or disregard its lessons. Let the statesman consult the professor of history before tinkering with the tariff.

Of course we who are free from professional trammels know better than this. It's all nonsense, this idea that the past has anything to do with the present. But so long as we have an educational scheme, so long we shall have books and professors; and so long as there are professors and books, there will be some professors who will read; and so long as professors read, we shall never be safeguarded against the professor who reads history, nor be able to feel assured that he will not get ideas from it. It seems all too clear that, unless we proceed with the wrecking of our educational system with much greater celerity than heretofore, we shall for some time be annoyed by the class of people who insist that up-to-dateness is not always the synonym for excellence, that wisdom was not born with gasoline engines and will not die with them, and the only circumstance that kept Dædalus and Son from anticipating Wright Brothers three thousand years ago was a slight defect in solar calculation, and that even as it is they have the record for distance. Of course we shall be able to keep these visionaries in check, but they will always have a tendency to disturb and unsettle us.

I am here, however, neither to bury the Professor nor to praise him, but to tell you of his meditations on war. Let us take him as he is. He may at least amuse us.

2

Well, then, the Professor—like, indeed, most readers of history; after all, it is the common experience I mean to record—had often been impelled to reflect upon the way in which war seemed inextricably inwoven into all the manifestations of civilization. That part of the formal record of the past which was in books and was called history was largely—almost wholly—concerned with the elevation and abasement of kings and nations, with the march of armies and the alarum of battle. Periods of peace were dismissed with paragraphs, or omitted with mere mention; wars were detailed with painstaking care. Even the accounts of peaceful intervals were filled with enumeration of the results of war, or with description of measures for defence and aggression to come.

To complain that history should have recorded other enterprises of pith and moment might be just, but didn't alter the fact. Clio had chose otherwise. Her sentence had been for open war; and, what was more in proportion as she dwelt on war was the interest of her audience—lecturer and student, publisher and public.

But formal history is only one part of the record of the past. The Professor's thoughts passed to other varieties of literature, and found them, too, hardly less given over to the narrative of war. The great epics were concerned with exploits in the field, with the sacking of cities and the adventures of home-returning heroes:

Wrath of Achilleus, son of Peleus, sing,
O heavenly Muse, which in its fatal sway
Thousands of griefs did on the Achaians bring—

Sing 'me, O Muse that hero wandering,
Who of men's minds did much experience reap,
And knew the citied realms of many a king,
Even from the hour he smote the Trojan keep.

Not even Christian epic was free from it. The Song of Roland, Ariosto's interminable and glorious kaleidoscope of chivalric adventure, and Tasso's bright story of combat about the Sacred City—were epics of war:

The sacred armies, and the godly knight,
That the great sepulchre of Christ did free,
I sing.

Yes, even the Puritan poet soared farthest above the Aonian mount when under the inspiration of imagined battle on the plains of heaven:

But see! the angry victor hath recalled
His ministers of vengeance and pursuit
Back to the gates of heaven: the sulphurous hail
Shot after us in storm, o'erblown hath laid
That fiery surge that from the precipice
Of heaven received us falling, and the thunder,
Winged with red lightning and impetuous rage,
Perhaps hath spent his shafts, and ceases now
To bellow through the vast and boundless deep.

And there was the story of the Holy Grail, and

the Red-cross Knight. Dante alone, midway in the path of life in the obscure wood, sang not of arms and heroes; and yet the echoes of war sounded even from the depths of Purgatory and the citadels of Paradise.

It was the same with the drama. Tragedy with sceptered pall came sweeping by,

Presenting Thebes or Pelop's line,
Or the tale of Troy divine,

or the Wars of the Roses, or the exploits of Moor and Christian under old Andalusian walls, or the campaigns of Venetians, or of Catholic and Protestant in wars of Thirty Years. Everywhere the theme of the drama was—

Moving accidents by flood and field,
And hair-breadth 'scapes i' the imminent deadly
Breach.

Not even the lyric and the idyll, poetry of peace and the spirit, were exceptions; they, too, were full of the imagery of conflict, permeated with lurid vision of blood and battle-smoke, resonant with war-cries and the clash of weapons. Two Voices, communing on the Sabbath morn, could not dispense with the vocabulary of war:

In some good cause, not in mine own,
To perish, wept for, honored, known,
And like a warrior overthrown;

Whose eyes are dim with glorious tears,
When, soiled with noble dust, he hears
His country's war-song thrill his ears;

Then, dying of a mortal stroke,
What time the foeman's line is broke,
And all the war is rolled in smoke.

The hymns used in the service of the Prince of Peace, even the very sacred page, were full of the sound and color and thrill of war; the Christian soldier was exhorted to march onward as to war; to hold the fort, to put on the whole armor of God, to fight the good fight.

It was not greatly different with other forms of art. The great sculptural friezes of Greek temples were alive with Centaur and Lapith in the death grapple, with Greek and Amazon, Persian and Hellene, God and Giant, with trooping cavalry and chariots of war. The Roman covered column and arch with the triumphal procession, the hard campaign on the Danubian frontier, the taking of cities in the Far East. Knights in armor stood forth on cathedral fronts. The modern Dane depicted the triumph of Alexander, the American the march of regiments and the career of mounted generals, the German his mail-clad ancestors and heroes of today.

Painting, too, was no exception; nor the minor arts more than the major. Through the whole web of the human record ran the bloodred thread of war. On every hand stood forth evidences of the high seat it occupied in the imaginations of men.

(To be continued)



STORIES, GAMES, PLAYS

RECITATIONS, MEMORY GEMS, ETC.

THE SONGS OF THE WINDS.

By Frederick Beard.

The old North Wind came out from his mountain home, and soon the people in the valley below heard a long sharp whistle. On and on he came a-whistling all the way. The strong farmer went into his warm, cozy house, saying "The wind tells there will be a storm to-night."

The sleepy little fellow just tucked into bed, said "There's somebody whistling, mother." "Yes, dear, it's only the old North Wind; he whistles his tune to tell us the snow is coming. He often carries the storm clouds on his back. Sometimes he scatters the snow-flakes on our earth. When mother was a little girl she used to sing:

'The North Wind doth blow
And we shall have snow,
And what will the robin do then, poor thing!
He'll sleep in the barn and keep himself warm,
And hide his head under his wing, poor thing.'

"If the wind comes very fast and has a great deal to do, he blows loud and long. Perhaps you will hear a roar, for he is very noisy with his great gruff tones."

Presently, the wind came nearer, and with a strong gust beat against the house, and there was a roar and a bang. Tommie was just enough asleep to dream that it was the beating of a drum.

Sure enough, when he waked in the morning he saw what the North Wind had brought,—there was a white covering over all the ground, and soon Tommie was out for his first sleigh ride.

Some time after this, on a bright, beautiful morning, Tommie's mother called to him to listen at the open window: There was a sound in the tops of the trees,—a whirring and a purring song. West Wind, a brother of the old North Wind, was out that morning. He was the bringer of the clear fresh air, and the sunbeams came with him when he sang his song. It was a rollicking and dancing song, for it seemed to move every one to play. There were white fleecy clouds dancing over

the sky. There were old leaves and papers whirling on the ground. By and by Tommie watched a kite sailing in the air and when he went out with his mother, they saw on a little lake near by, that West Wind was blowing a sail boat across the water.

Later in the year, a sister of the North and West Winds came to play. She was the bringer of the gentle breezes, and the old trees in the valley swayed softly back and forth. She seemed to be singing a rock-a-bye song to the birdies on the trees, and the song sounded like the cooing of the doves. Tommie and his little sister liked the coming of the South Wind, for when she sang they played in the garden from early morning till the bed-time of the birds.

There was one other wind that sometimes sang his song. It was not a very loud song, but it often had the sound of rustling and bustling along. Sometimes there would come a sound like sh- sh-. At first Tommie did not like this wind, which people called the East Wind, because it often brought the rain and he could not stay out and play. But when his mother told him of the dry and thirsty earth, and of the wind that helped the water drops on their way, he found it was all right. The leaf-buds on the trees, the grass on the ground, the little plants in the earth, all needed a drink.

"And then, too, the side-walks needed a washing, and how nice and clean the home door-steps were after a heavy rain." Often some one of the winds came after the rain, and called away the water-drops that were not needed, and little by little, the pathways and the roads grew dry and clean.

Tommie had never known before how many good things the winds do. He watched the clothes hanging on the line, and blowing back and forth; the wind was taking away the water-drops, and helping to dry the clothes. He saw the flags flying in the breezes; the winds were waving these. He looked at the wind-mill as it turned round and round, and he knew now the reason of its name, for it was the wind that made it do its work.

As the little fellow listened one evening to

the signing of the wind when its song was very low, he began to count the good things that the winds were often doing,—one, two, three, as far as twelve, and before he knew it, he was fast asleep. In his dream he heard again the song that mother had sung to him the day before:

"I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind a-blowing all day long,
O wind that sings so loud a song!

I saw the different things you did,
But always you yourself you hid,
I felt you push, I heard you call,
I could not see yourself at all—
O wind a-blowing all day long,
O wind that sings so loud a song!

O you that are so strong and cold
O blower are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind a-blowing all day long,
O wind that sings so loud a song!"

MRS. MAPLE-TREE'S SOOTHING SYRUP.

BY GRACE COLLINS,

Director of Junction Kindergarten, 2203 Maplewood Avenue, Toledo, Ohio.

Once there were seven good Brownies who lived in the Forest of Arcadia and were known to all the country round-about for their good deeds and loving hearts.

If the farmer were late with his haying, and could find no one to help him, out into the moonlit forest would scamper the seven good Brownies. Many little hands working away at the large rakes, would spread the grass over the ground; so that when the sun rose in the misty east, there it was, all ready to be dried. Then "Ho, ho, ho, ho!" laughed the farmer, when he came out to work, "the seven good Brownies have been working for me, how good and kind they are!" Sometimes the farmer's wife would leave cream in the churn at night and go to bed, worried at the thought of the morning's work. Neither you nor I can tell how the Brownies got into the kitchen: perhaps through the key hole or crack in the wall:—but anyway, there they would be at the churn, dashing, splashing, splashing, dashing; until, when morning came, there was a great ball of butter, round and yellow like the sun itself. "Oh! Oh! Oh!" the farmer's children would hear their mother cry, "the seven good

Brownies have been working for me; how good and kind they are!"

Out in the forest they had many good friends; Mr. and Mrs. Robin Red-Breast, Mr. and Mrs. Blue-Bird, Mr. and Mrs. Brown-Thrush, Mr. and Mrs. Chipmunk, and all the sparrows too; but dearest of all to the seven good Brownies were Mr. and Mrs. Red Squirrel who lived in Hollow-Tree House. The squirrels had one little boy named Nutty. Nutty had always been a sick little squirrel; he couldn't run and climb trees and gather nuts, and whisk his tail the way other little boy squirrels did; and all the neighbors said, "Poor little Nutty, poor little Nutty! I'm afraid the Red Squirrels will never raise that boy."

One afternoon the seven Brownies were invited up to Hollow-Tree House to supper. But, when they were coming up the path, there they saw Mrs. Squirrel standing in the door-way with her apron up at her eyes, and crying as if her heart would break.

"What is the matter, my dear Mrs. Squirrel?" they inquired very anxiously.

"Dear! Dear! Nutty is so sick—what shall I do, what shall I do?" she cried.

"Well, well," the Brownies said, "we must do something for our darling Nutty." They thought and they thought and at last they said, "We will go to old Doctor Owl; he is the wisest person in all the woods and will surely know just what to do for our dear sick baby." So off they scampered to Oak Tree House where Doctor Owl lived. They rapped on the door but nobody came; then they rapped again and again and at last an owl's head appeared at a window high up among the leaves. "What's wanted below?" a very cross voice inquired. "Please Doctor Owl," the Brownies called, "come down quickly, and go with us to Hollow-Tree House for Nutty Squirrel is very sick!"

"Don't you know I never stir out until it's dark!" Doctor Owl answered gruffly; "go to somebody else."

"Oh dear, Oh dear!" seven little voices cried, "good Doctor Owl, you're the wisest person in all the woods; please tell us what to do if you can't come yourself!" Doctor Owl was pleased to hear himself called the wisest person in all the woods and answered more pleasantly, "go to Mrs. Maple-Tree and get some of her soothing-syrup."

Off went the Brownies to Mrs. Maple-Tree. She was a good kind soul, whom everybody

loved. "Poor little baby," she cried in her sweet voice, "of course I'll send him some of my soothing syrup." It was along in the month of March and she had just finished making her year's supply. The Brownies brought little acorn cups and Mrs. Maple Tree filled them full. "Give it to the baby hot," she said, and give it to him often, too; it will surely cure him, no matter what is the trouble, for I've never known it to fail.

The Brownies hurried back to Hollow-Tree House with the cups of syrup saying, "Give it to the baby hot," just as Mrs. Maple Tree had told them.

"Dear me! Dear me! I have no fire," said poor Mrs. Squirrel, what shall we do now?"

"Well, well," said the Brownies, "that is too bad." Then one of them spied a fire-fly just starting out with his tiny lantern. The Brownie ran after him and said, "Please Mr. Fire-Fly, give me a little spark. I want to build me a fire!"

The Fire-Fly gave him the spark and the Brownie dropped it into a pile of dry leaves, and soon had a nice little fire. They heated some of the syrup and gave the baby a dose.

"My, that's good medicine," said little Nutty. "Mother, dear, I'd like some more." In a few minutes they gave him another dose; then another and another. "My, my, but that's good; I want some more!" he said each time. So the seven good Brownies staid all night and took turns giving the syrup to Nutty. The next day he was very much better so they were able to go home.

Mrs. Squirrel kept on with the medicine and Nutty grew stronger and stronger with every dose. Before long he was up and around; and in a month or two he could climb a tree and whisk his tail and go with his papa after hickory-nuts as well as any little squirrel in the Forest of Arcadia. The seven good Brownies were very happy over his recovery and so were Nutty's papa and mama.

After that, when any of the neighbors came over to Hollow-Tree House Mrs. Squirrel always said, "I never use any kind of medicine for my baby but Mrs. Maple Tree's Soothing Syrup."

The brooklets are flowing,
The daffodils blowing,
The skies now are blue and clear;
The birds are all nesting,
The earth has done resting,
Because 'tis the spring of the year.

THE FLOWERS' EASTER MESSAGE.

Fresh hope and cheer
By symbol clear
The flowers bring us year by year.
They bloom, they fall,
They slumber all;
The brown earth is their funeral pall;
But lo! some day
Along our way,
They live again, as sweet and gay;
For earth's dark tomb
But hid in gloom
The life that now doth sweetly bloom,
Oh! then repeat
Your message sweet,
Dear flowers, blooming at our feet;
And this new spring
Help us to fling
Aside our doubt and wondering.
To hope and trust
That all life must,
Like yours be rescued from the dust."

—Poulsson.

AN EASTER HYMN.

Awake thou wintry earth—
Fling off thy sadness!
Fair vernal flowers laugh forth
Your ancient gladness!
Christ is risen.

Wave, woods, your blossoms all
Grim death is dead!
Ye weeping funeral trees,
Lift up your heads!
Christ is risen!

Come see! the graves are green,
It is light, let's go
Where our loved ones rest
In hope below.
Christ is risen.

RESURRECTION.

Early in the morning, early in the spring,
Rose with rising nature her victorious King;
Burst His bars asunder, rose to live and save,—
Hear, O Earth, and wonder, vanquished is the grave!
Captivity led captive, we joy in Christ this day,
For all death's gloom and terror His life has done
away.
O join ye all to laud Him! triumphant be the strain,
Until in resurrection, we, too, with Him shall reign.

"O bluebird, up in the maple tree,
Shaking your throat with such bursts of glee,
How did you happen to be so blue?
Did you steal a bit of the lake for your crest,
And fasten blue violets into your vest?
Tell me, I pray you, tell me true!"

"HAND WORK FOR EASTER."**Directions for Modeling.**

(These directions are for the teacher,
not the children.)

PLATE I.

Cut on the line **X** so as to slip the wings

thro. Bend the wings on the line marked ****.
Attach a string to the bird at **a** and place it in
an open window and it will "fly."

Heavy drawing paper, painted, is good ma-
terial for this; a light weight card board is
better, however.

I.

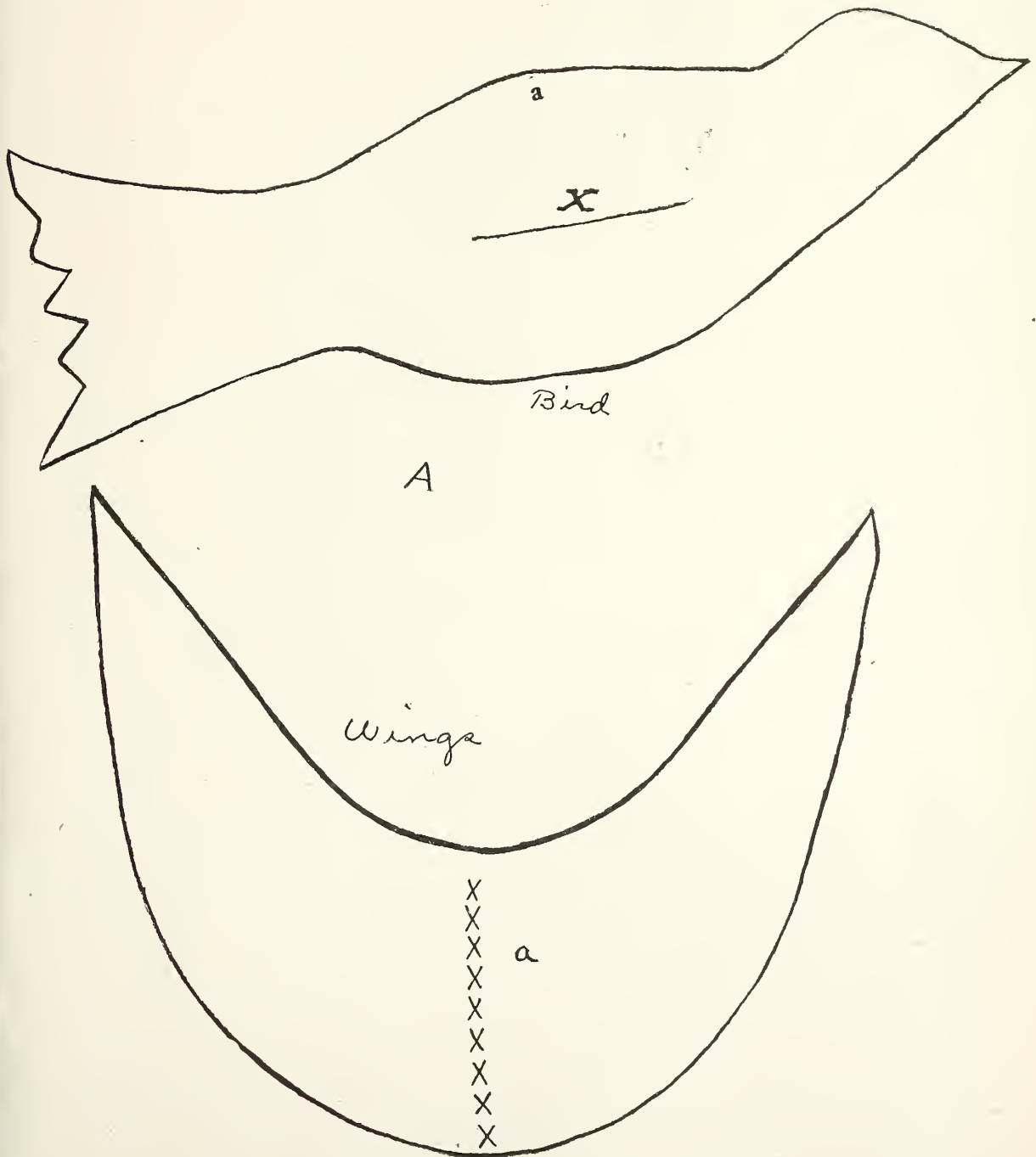


PLATE II.

Cut out the little part marked X. Bend on

the lines marked ****. Now push the chicken's head thro the opening.

Paint the chicken a delicate yellow.

A

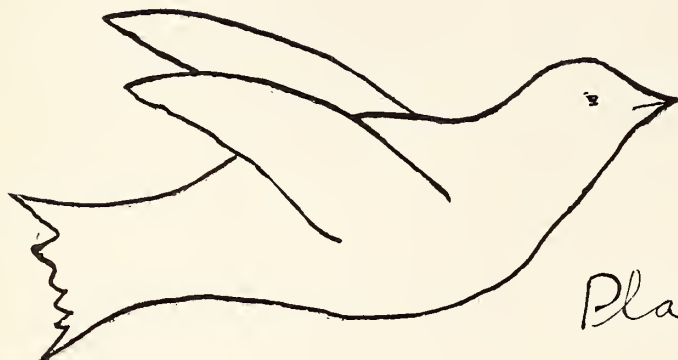
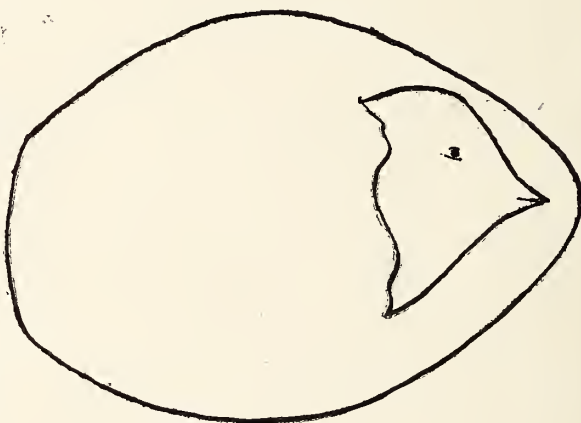
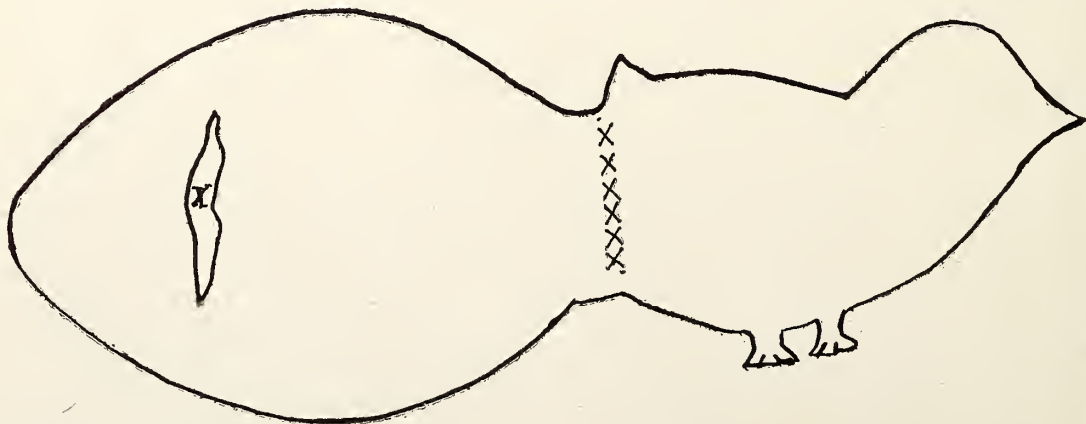


Plate II

B



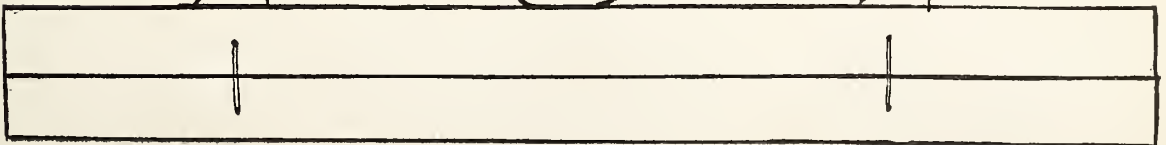
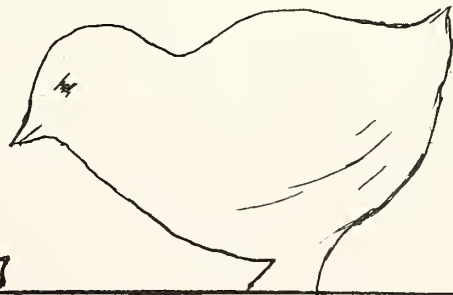
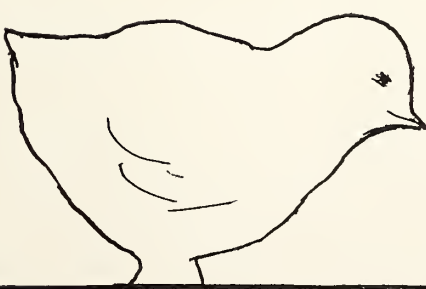
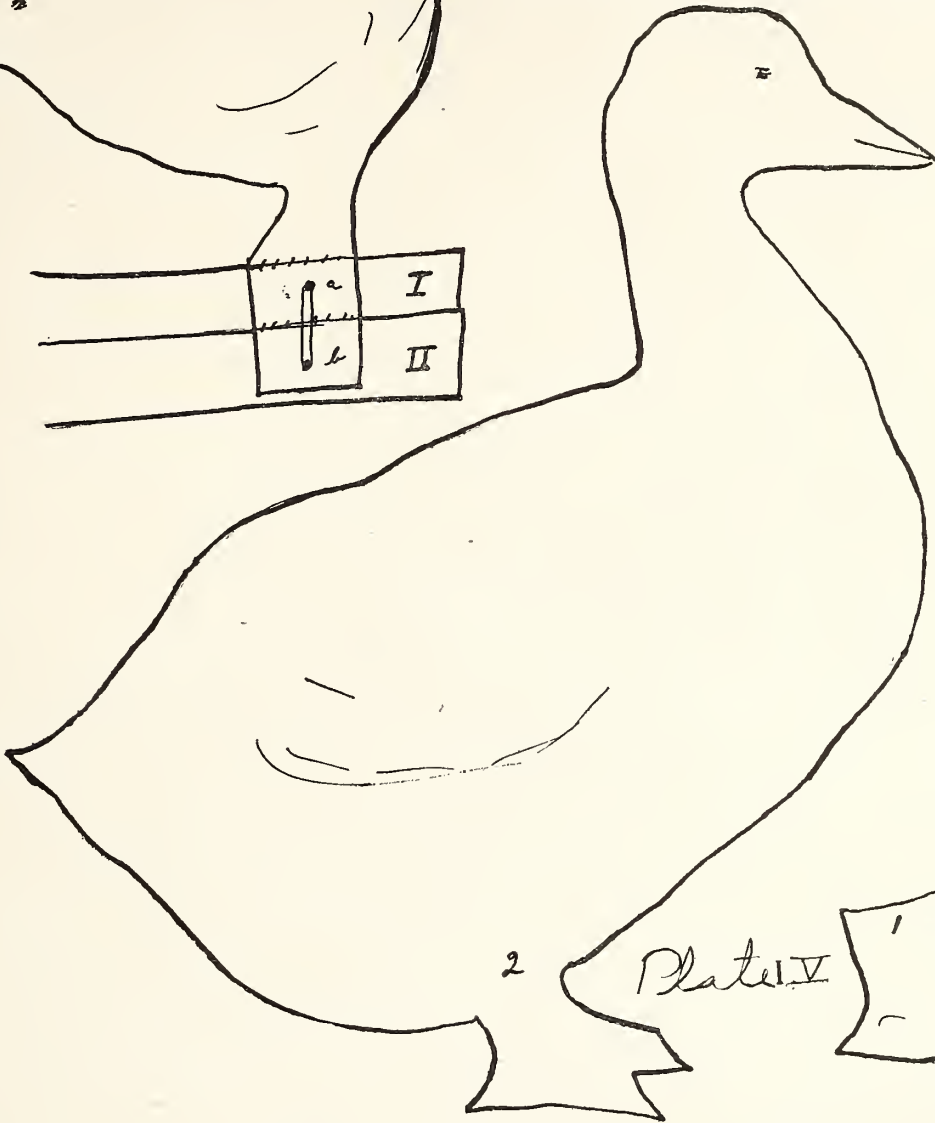
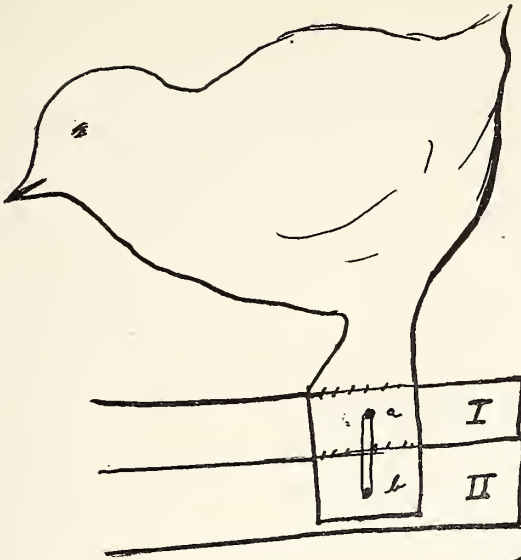
B



A

PLATE III.

Cut two strips of card board (light weight)
six inches long and about one-half inch wide.
Paint this green—(for grass).



Cut two chickens as **A** with a standard nearly an inch long—(below the feet). Paint the chickens yellow. Lay strip II on the table, place strip I above it.

At both ends of these strips, slip a chicken (as in diagram), and sew in this position. Make large knots in the thread.

A dish, cut from silver paper, may be pasted to the center of the upper strip.

By pulling the upper strip in one direction and the lower strip in the opposite, the chickens move as tho eating from the dish.

PLATE IV.

Paste 1 to fit on 2. Bend them apart slightly and the duck will stand alone.

Light weight bristol board is necessary for this.

SCHOOL ROOM DECORATION.

M. N. T.

Perhaps these ideas of school-room decoration are not new to some of you, but they were to me when I visited a second primary one day last spring, and I was delighted to get so many helpful hints for my own room and I'm sure others will be as grateful.

Miss M., the teacher, had some ability as an artist and of course that was a great help, but the most of the work was that done by the children and therefore was the more interesting.

The drawing and nature work were closely allied in several instances. On one board Miss M. had drawn a large branch of a tree; and when the first robin had been seen and duly heralded the work of populating the tree began. After a robin nature lesson, the children colored and cut out robins—life size, and the best of these were pasted on the tree. Each day upon the appearance of a new arrival, the work was repeated, until the result, as I saw it, was a branch full of birds of various sizes and colors. Miss M. told me that she had never before had such enthusiastic lessons and the children were never so well acquainted with the names and habits of the birds as they had been that spring.

On another board, daisies—white and yellow—seemed to be growing up from the chalk tray, and over them gaily-colored butterflies hovered, some about to alight, others in flight. The butterflies were cut and colored in a busy work period; the wings had been folded together and they had been pasted here and there over the flowers. This board was especially attractive.

On one window this original little teacher had pasted a flock of birds—all free hand cutting, varying in size from a very small one to that of natural size, and they were arranged so as to give the appearance of birds in flight.

On a back window she had arranged cat-tails and long stemmed grasses. This was her own work, cut from white paper and colored, and the effect was very pretty indeed, besides being the means of shutting out an undesirable view and incidentally covering up a cracked window-pane.

The little yellow chickens (more free-hand work) running in and out of a coop which was drawn upon another board, were not new of course, but were attractive nevertheless.

It is needless to say that all the interest and enthusiasm that a teacher might ever long for prevailed in that room, where even the most prosaic things were made interesting.—Primary Education.

THE GINGERBREAD MAN.

Humpty, dumpty, dicky dan,
Sing hey, sing ho! for the gingerbread man!
With his smile so sweet, and his form so neat,
And his gingerbread shoes on his gingerbread feet.

His eyes are two currants, so round and black,
He's baked in a pan, lying flat on his back;
He comes from the oven so glossy and brown,
The loveliest gingerbread man in town.

And why is his gingerbread smile so sweet?
And why is his gingerbread form so neat?
And why has he shoes on his gingerbread feet?
Because—he is made for my Teddy to eat.

—Eva Rowland, in the Outlook.

TO RECOGNIZE WORDS.

Play store, using the sentence building tablets for the articles of merchandise. Select the pupil who recognizes words most readily for store keeper. The others call for the merchandise (words) they wish. Should the store keeper give out the wrong word and the error be detected by pupil calling for same, the latter will be entitled to assume the position of store keeper and retain same until the close of the lesson, unless an error is made and detected by the "purchaser."

Another Plan.

For review, arrange all important words passed over on ledge of blackboard written or printed on cardboard tablets. Ask each child in turn what word he would like, and after receiving the reply tell the pupil to go to the blackboard and find it. After making the selection he is told to hold the card so all can see it, and the other pupils are instructed to watch carefully to ascertain whether he has chosen correctly or not. If not, he is given a second trial, and if he fails again another pupil is given the privilege of finding it. Continue the exercise until all have had an opportunity to make a choice.

BESSIE STONE.

"What does it mean when the bluebird flies
Over the hills singing sweet and clear;
When violets peep through blades of grass?
These are the signs that spring is here."

ETHICAL CULTURE

Gems for Memorizing

Victory belongs to the most persevering.—Napoleon.

One today is worth two tomorrows—Franklin.

Every noble work is at first impossible.—Carlyle.

An honest man's the noblest work of God.—Pope.

By the street of "by and by" one arrives at the house of never.—Cervantes.

Our greatest glory is, not in never falling, but in rising every time we fall.—Goldsmith.

Be prompt to catch the minutes as they fly, and make them yield the treasures they contain, or they will be lost forever.—The True Citizen.

"If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well or not at all."

"Do all the good you can,
To all the people you can,
In all the ways you can,
Just as long as you can."

SCATTER GLADNESS.

If you have a word of cheer,
Speak it where the sad may hear;
Can you coin a thought of light?
Give its wing and speed its flight;
Do you know a little song?
Pass the roundelay along;
Scatter gladness, joy and mirth
All along the ways of earth.

—Progress Magazine.

A DEVOTIONAL EXERCISE.

The following exercise always interests the little ones. It can be shortened or lengthened at any time without confusion to the children:

Teacher—What does the Great Teacher say to little children?

School—Little children, love one another.

Teacher—What else did He say?

School—Do unto others as you would have others do unto you.

Teacher—What is the value of a good name?

School—A good name is rather to be chosen than great riches, and loving favor rather than silver or gold.

Teacher—Can a little child have a good or bad name?

School—Even a child is known by his doings, whether his work be pure or whether it be right.—American Primary Teacher.

SHELDRED AND THE PONY.

AN ETHICAL STORY

Sheldred was a little boy eight years old who lived in a suburb just outside the city of Cincinnati. His father died when he was four years old, and his mother was obliged to work very hard as a washerwoman to support herself and little son.

When Sheldred was seven years old he began delivering papers evenings for a larger boy, who gave him 25 cents a week. This he always took at once to his mother, but he wanted to earn more money for her and tried very hard to get a place as errand boy in a store or office for mornings and evenings when he was not in school; everybody told him, however, that he was "too small" a boy for them.

One evening while delivering papers he passed a stable and saw through the open door a little pony. It was black all over, except a white spot on each fore-foot and one in its forehead that looked almost like a star.

Sheldred noticed that the pony had nothing in the manger to eat and seemed very hungry. After the papers were delivered, he cut some of the tall grass that grew in their back yard and took it to him. The pony thanked Sheldred heartily in the only way that ponies can thank people, by an appreciative little neigh; and devoured the grass at once.

After that Sheldred brought the pony some grass every evening until one night, becoming very much interested in flying kites with other boys, he forgot all about the pony until he was in bed ready to go to sleep. He did not like to get up and feed the pony then, for he could hear the rain pattering on the roof and knew how wet and disagreeable to handle the grass would be. But he thought of the hungry pony waiting there for him to come, and went about the task at once. When a short distance from the stable with his arms full of grass, he passed a man in the darkness who looked to him like a policeman. The man stopped and seemed to be watching Sheldred, who passed on and soon entered the stable through the unlocked door. He placed the grass in the manger, received the pony's "Thank you," and turned to leave the stable when the glare of a policeman's dark lantern was thrown full in his face and he was commanded to stop by a large red-faced policeman.

"So you are the rascal that has been stealing around here," said the policeman to Sheldred. "Come with me."

"I have never stole anything," said Sheldred. "I am an honest boy. I was just feeding the pony."

The policeman laughed and said, "Never mind your stories; you can tell them in the court room tomorrow."

Several times Sheldred tried to explain how he happened to be in the stable, but the policeman refused to listen to him at all.

Arriving at the police station he was placed in

a cell and kept there until morning. He entreated them to send word to his mother, which was finally done, and she came with all speed to the station. She knew her son to be an honest, truthful boy and that it was all a terrible mistake, and after Sheldred had told her all about it she tried to explain it to the officers, who only said: "Well, your boy will have a chance to tell his story at 9 o'clock this morning to the court."

Sheldred's mother understood fully the deep disgrace that had come to her son, innocent though he was. She knew that any boy who had once been arrested and placed in jail for stealing would always be considered dishonest by many people who did not really know him.

There were many people in the court room when Sheldred was asked to tell his story, and Sheldred's mother was pained to see that there were many of her neighbors present to witness the disgrace of herself and son.

Sheldred told the whole story just as it happened. When he had finished the judge said: "I like the truthful appearance of this boy very much, but I can not let him go on his own story. My boy, is there any one in this court room who knows you?"

"Oh, yes," said Sheldred, "I know a good many, Mr. Jones, and Mrs. Crandall, and Mr. Livingston, and—"

"Never mind," said the judge, "that will do."

"Mr. Jones, can you tell me what kind of a boy this Sheldred is? Have you ever heard anything against him?"

"No," said Mr. Jones; "I always thought he was a very good boy indeed."

"You never heard of his stealing anything?"

"No," said Mr. Jones.

"Did you ever see him smoking cigarettes?"

"No."

"Ever notice him loitering around on the streets wasting his time?"

"No."

Other people were asked similar questions and all answered in the same way.

The Judge said: "My boy, you are dismissed. I do not believe the boy who has so good a name among the people who know him, and has such good habits, would be guilty of stealing. Remember you owe your liberty to your good habits and good name, and remember never to enter an unoccupied building alone in the night time again."

As Sheldred was leaving the court room, a storekeeper said to him, "I want you to come and work for me in my shop. A boy who is so kind to dumb animals is sure to be good and honest."

Really, a good name is rather to be chosen than great riches.

"O, there it is! O, see it fly!
A lovely, lovely butterfly."

PLANS FOR THE FROEBEL PILGRIMAGE.

We have known nothing quite so definite and exuberant as the plans in the making for the famous American Froebel Pilgrimage. Leaders in England, France, Germany and everywhere are already making specific arrangements.

The following letter from Mme. Bertinot, who has a charming villa and garden at St. Cloud, which will be visited, and who was an interesting feature of the Brussels Congress last summer, is but a sample of the letters received by the chairman of the committee of arrangements for the pilgrimage:

"3 Ave. du Coq, Paris.

"December 1, 1910.

"We returned to Paris only a few days ago, and I am already thinking of the visitors promised for Paris in July, 1911.

"First, the visit to the Union Familiale—Mlle. Gahery would prefer it to be on Sunday at 2 o'clock, as on that day the families in the neighborhood could be present, and the visit would be more interesting. Mlle. Gahery would be happy to offer a cup of tea in the new building.

"This settlement is near Pere la Chaise, Les Buttes Chaumont, Le Jardin des Plantes, Notre Dame, etc.

"When you can give me an idea of your movements we can plan more easily a program, which you can adapt to suit your convenience.

"For the visit to St. Cloud I would advise carriages or automobiles.

"You could then see in the morning the Place de la Concorde, the Champs-Elysees, the Arc de Triomphe (which you can ascend), and arrive about 10:30 at Sevres to see the manufacture of porcelain. This is very near us. You have only to cross a park to reach 9 Rue Pasteur, where we will receive you for lunch.

"After luncheon you can go to Versailles and visit the Chateau, the Park, the Trianon, etc.

"Thursday would suit us for this visit. All these plans are subject to the decision of your committee, and I am at your disposition to arrange by correspondence.

"I shall be very grateful if you can tell me the approximate number of people on whom you may count.

"The buildings of the Union Familiale will be completed, and Mlle. Gahery in July could place several rooms at the disposal of such members of the party as would like to gain a more intimate knowledge of the work of the settlement and of the Jardin d'Enfants.

"Marie Bertinot."

American kindergartners must see to it their numbers justify all of the arrangements in England and on the continent.

Self-control is essential to happiness.—Horton.

He is a fool who cannot be angry; but he is a wise man who will not.—Old Proverb.

WHY SHOULD ANYONE GO INSANE?

BY HOMER FOLKS and EVERETT S. ELWOOD, N. Y.

Nearly everyone has known of some person, a friend, neighbor, relative, or fellow-townsmen who has, as we say, gone insane. Most of us look upon this misfortune as peculiar and mysterious. We think of it as a sudden affliction which no one could have foreseen, and as due to unknown causes. Quite the contrary is the case. As a rule, insanity develops gradually. Its more violent stages sometimes appear without much warning; but usually there has been a gradual change, which might have been seen by close observation. Insanity is due, in a majority of cases, to causes which are now known. Most of the 32,000 persons now in hospitals for the insane in this state might have remained sane and lived useful and happy lives, if they had known certain facts and acted accordingly. The object of this article is to state briefly what is now known as to the causes of insanity. These facts are now known by few other than physicians. They should be known by everybody. If known, they will be acted upon.

EXTENT

There are now in this state 32,657 insane persons in hospitals. This is about 1 in every 200 of the adult population. In 1890 the number of insane in hospitals and almshouses in this State was 16,006; in 1910 it is 32,658, an increase of 104 per cent. The population of the State has increased in the same time 52 per cent. This increase is due in part to the fact that a larger proportion of the insane are now sent to hospitals. Many other persons suffering from mental diseases are cared for at home.

COST

The cost of caring for insane persons in the State hospitals of this state last year was \$5,659,942.66. The average cost per year for additional buildings for the insane would be about one million dollars if all were properly housed. During the past ten years the State has spent for the care of the insane \$54,018,361. About one-sixth of the total expenditure of the State is for the insane. It equals an annual tax of seventy cents on every man, woman, and child in the State. Some individual patients, living in a State Hospital many years, cost the State several thousand dollars each.

CURABILITY.

There are many kinds of insanity. Some kinds of insanity are, humanly speaking, and by any methods now known, incurable; others are curable only by proper treatment, and at the right time. Still others would often be followed by recovery without special treatment, if the surroundings were favorable. Of all those admitted to the State Hospitals for the insane nearly one-fourth are cured. Of this number over 80 per cent recover within a year after admission. Besides those who recover, nearly as many more are discharged sufficiently improved to return to their homes. The causes of some kinds of insanity are well known; as to other kinds, the causes are less clearly known.

"It is estimated that avoidable causes of insanity account for about 50 per cent. of the patients under treatment."—Ex-Governor Hughes.

CAUSES.

Immoral Living. One kind of insanity is known popularly as "softening of the brain." It is known scientifically as general paralysis, or paresis. It is incurable by any means now known to the medical profession. Those afflicted with it suffer gradual mental and physical decay. The very substance of the brain becomes changed. They usually live but a few years. It is now agreed by the medical profession that this disease is caused by an earlier disease known as syphilis. Syphilis is a germ disease. It is usually the result of immoral habits, though one may get it innocently. Every man and boy should know that by yielding to the temptation to go with immoral women he is exposing himself to the probability of getting this disease, which may result, years after, in incurable insanity. Over the door of every immoral resort might truthfully be written "Incurable insanity may be contracted here." If self-respect, the desire for the good opinion of others, the influence of religious training, and the attractions of home life are not sufficient to prevent this kind of wrong-doing, the danger of contracting a disease which may result in incurable insanity should be sufficient.

The number of patients having paresis or "softening of the brain" admitted to the State hospitals during the year ending September 30, 1910, was 600 men, or 17 per cent of all the men admitted, and 263 women, 8 per cent of the women admitted.

ALCOHOL AND OTHER POISONS.

Another group of mental diseases are due directly to the habitual use of alcohol. Alcoholic insanity may be brought on by the regular use of alcohol, even in "moderate" quantities not producing intoxication. The close relation between alcohol and insanity has only recently been fully realized. Statistics as to the number of cases in which alcohol is the direct cause necessarily vary in different localities. Fully 30 per cent, of the men and 10 per cent. of the women admitted to the State Hospitals are suffering from conditions due directly or indirectly to alcohol. So marked is the effect of alcohol upon the brain and the nerve tissue that it helps to bring about a number of mental breakdowns in addition to the alcoholic insanities. Alcohol is a poison. A long series of careful tests performed by eminent authorities showed that even small quantities of alcohol may lower the mental capacity, and that it takes much longer than is usually supposed for this effect to wear off.

This is not a temperance tract. We are dealing only with scientific facts. It is difficult, however, to state the facts as now agreed upon by the highest medical authorities without seeming to preach.

In this day of keen competition every man needs the highest possible development of his mental capacities. Not only is the highest mental development impossible in the presence of the continued use of alcohol, but impairment of the mental faculties is likely to follow. The children of those addicted to alcohol often start in life with morbid tendencies or mental defects.

Other poisons, such as opium, morphine, and cocaine, which, with alcohol, are the principal parts of many patent remedies, often weaken the mental powers and produce insanity.

PHYSICAL DISEASES.

Some mental breakdowns may be traced to the effects of other physical diseases. Typhoid fever, influenza, diphtheria, and some other diseases, often so poison the system that for some time after the disease itself has left, the regular functions of the body are seriously interfered with. It is probable, also that the poisons so produced interfere with the nervous system. Consequently, a mental breakdown is sometimes a delayed result of such diseases. Among other physical causes of insanity are tuberculosis and diseases of the arteries, heart, and kidneys. Aside from the direct physical effect of these diseases, they have a tendency to disturb the mind by discouragement. A person suffering from any such disease should have good nursing, skilled medical treatment, pleasant surroundings, and freedom from anxiety. Often these can be had only in a hospital. Prejudice against hospital care is largely unjustified.

Overwork is often spoken of as a cause of insanity. This is not correct. Hard work alone rarely causes a nervous breakdown. It only becomes a menace to health when associated with worry and loss of sleep or causes mentioned under other headings.

The control of infectious diseases, protection of food and water, temperance, healthful homes and factories, all these help prevent mental as well as physical diseases.

"It is not work that kills men; it is worry."—Henry Ward Beecher.

MENTAL HABITS.

Aside from physical causes there are also mental causes. They are the most important causes of some forms of insanity. The healthy state of mind is one of satisfaction with life. This does not depend so much upon our surroundings, or how much money we have, or how many troubles come to us, as upon the way in which we train ourselves to deal with difficulties and troubles. Anyone who departs too far from this state of satisfaction must be regarded as tending towards an unhealthy condition. Of course not all persons start with the same kind of mental makeup. Some, owing to heredity, unusual experiences, or bad training, have what is called a morbid disposition. But disposition is not something fixed, like the color of our eyes. It must be looked upon as made up of many tendencies which often can be changed or modified by training and proper mental habits. Health is a duty which the individual owes to himself, and to others. Mental health is as important as physical health. The average person little realizes the danger of brooding over slights, injuries, disappointments, or misfortunes, or lack of frankness, or of an unnatural attitude towards his fellowmen, shown by unusual sensitiveness or marked suspicion. Yet all these unwholesome and painful trains of thought may, if persisted in and unrelieved by healthy interests and activities, tend towards insanity. Wholesome work relieved by periods of rest and simple pleasures, and an interest in the affairs of others, are important preventives of unwholesome ways of thinking. We should train ourselves not to brood, but to honestly face per-

sonal difficulties. We may not like even to admit the existence of these difficulties, but they are often the real cause of the brooding. To start doing something, to change the situations about which we fret, is the healthiest way to avoid aimless fretting. We should not hanker after the impossible, but learn to get satisfaction from what is at hand. We should not give ourselves up to day dreaming, but try to do something, no matter how small it is. Delicacy or shame often prevent people from seeking advice, especially in regard to sexual problems, when such advice might be of the greatest service. Frankness should be encouraged, by a sympathetic and helpful attitude towards those who are inclined to brood or seek solitary pursuits and pleasures to the exclusion of healthy social relations.

"Our remedies oft in ourselves do lie,
Which we ascribe to heaven."—Shakespeare.

HEREDITY

Most people think that insanity may be directly inherited. This belief is undoubtedly wrong. One may inherit a greater or less tendency toward insanity. Mental instability may be inherited just as a weak constitution may be inherited. Those who have reason to fear that there was mental disease in their ancestry should not be unduly alarmed. The fact that some of their ancestors suffered from mental trouble does not make it certain that they will suffer likewise. These tendencies towards insanity may lie dormant during the whole lives of the individuals. But such persons should take the proper precautions to prevent the development of this tendency. As a weak constitution may be built up by healthful habits, so may mental instability be made stable by good mental and physical habits. The individual whose family has had mental trouble may often escape the disease by proper surroundings, healthful and temperate activities, and proper mental and physical habits. The most important fact in heredity is that the vast majority of ancestors of every individual were normal. Heredity tends, therefore, rather more strongly toward health than toward disease.

The fact that heredity plays a part in the causation of insanity, should create a public conscience regarding marriage. Marriages should not be contracted by two persons who have insanity or feeble-mindedness in their immediate families, with out first seeking the advice of a competent physician.

WHAT EACH PERSON CAN DO

1. Refrain from those acts and habits which are liable to result in mental disturbance. Why take the chances?

2. Pass the word along. Help to make these facts generally known.

3. If a relative, friend or acquaintance seems to be a victim of bad physical or mental habits or is approaching a mental breakdown, take steps to see that he is given the information you possess and receives expert medical care without delay.

GERMINATION OF SEEDS.

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Awake," said the sunshine
"And creep to the light."
"Awake," said the voice
Of the raindrops bright.

The little plant heard,
And arose to see
What the wonderful outside
World might be.

WHO LIKES THE RAIN?

"I!" said the duck, "I call it fun;
For I have my little red rubbers on.
They make a cunning three toed track
In the soft cool mud—Quack! quack! quack."

"I!" cried the dandelion, "I!
My roots are thirsty, my buds are dry."
And she lifted a pretty yellow head
Out of her green and grassy bed.

* * * * *

Sang the brook, "I laugh at every drop,
And I wish they would never need to stop
Till a big, big river I grew to be,
And could find my way out to the sea."

"I!" shouted Ted, "for I can run
With my high top boots and rain coat on,
Through every puddle, and stream and pool
That I find on my way to school."

—Clara Doty Bates.

BIRDS.

"Now the days are full of music.
All the birds are back again:
In the tree tops, in the meadows,
In the woodlands, on the plain.
See them darting through the sunshine,
Hear them singing loud and clear;
How they love the busy springtime,
Sweetest time of a' the year!"

BY NIGHT AND DAY.

Old Mother Moon comes out by night
To see if we are covered tight;
While every golden baby star
Blinks in the great sky-bed afar.

But Sister Sun comes out by day
To brush the dew drop tears away;
To shake the sand dust from our eyes,
And bake our mud-cakes and our pies.

—Mabel Livingston Frank.

AN EASTER PLAY.

MATIE LOIS LOUDON.

Have several children represent crocuses by having their suits or dresses decorated with kindergarten paper of appropriate colors. These sit on the floor with a sheet spread over them for snow, with little Jack Frost, a small boy dressed in white sitting near, while the school sings the first two verses of "Little Jack Frost," by Mrs. S. C. Cornwell. If the school be not familiar with the song several children can recite the verses in concert:

"Little Jack Frost went up the hill
Watching the stars and moon so still,
Watching the stars and moon so bright,
And laughing aloud with all his might.
Little Jack Frost ran down the hill,
Late in the night when the winds were still,
Late in the Fall when the leaves fell down,
Red and yellow and faded brown.

"Little Jack Frost walked through the trees.
'Ah,' sighed the flowers, 'we freeze, we freeze!'
'Ah,' sighed the grasses, 'we die, we die!'
Said Little Jack Frost, 'Good-bye! Good-bye!'
Little Jack Frost tripped 'round and 'round,
Spreading white snow on the frozen ground,
Nipping the breezes, icing the streams,
Chilling the warmth of the sun's bright beams."

Spring, a little girl with light hair, dressed in pale green, enters from the other side of the room.

Jack Frost looks up at her defiantly, but as Spring slowly advances he drops his head.

Jack Frost then pulls off his coverlid of snow (the white sheet) and the crocuses spring up reciting:

"And the snow and the ice disappear
In the warmth of God's gentle spring;
The little flowers spring again to life,
And the birds come again to sing."

Little Jack Frost gathers the "snow" up under his arm and goes out quite reluctantly while the school sings or the last verse of "Little Jack Frost" is recited.

"But when Dame Nature brought back the Spring,
Brought back the birds to chirp and sing,
Melted the snow and warmed the sky,
Little Jack Frost went pouting by.
The flowers opened their eyes of blue.
Green buds peeped out and grasses grew;
It was so warm and scorched him so,
Little Jack Frost was glad to go."

MAY DAY.

MATIE LOIS LOUDON.

The May Day Queen, dressed in a long, loose gown of delicate pink cheesecloth, with a wreath of spring flowers in her hair, holds court, attended by two slender boys of about even height, who wear sashes and peaked caps of light green paper. These boys must stand perfectly straight, heels together, toes out; one holds in his left hand and the other in his right hand a long spear—nearly as tall as himself—wound with the green paper.

Four little children come in carrying baskets, which have been made in their kindergarten work. These are full of spring flowers, which they shower over May.

The flowers come to greet thee, May,
Accept our offerings, we pray.

May—Dear flowers, the queen with joy receives you.

Four more children, who represent birds, come flying in:

And the birds rejoice to see May again.
Come, let us sing, Robin, Lark and Wren.

They sing a short bird song.

May—We all love you, dear little summer flitters.

Four or five children now come in:

We children are glad to see you all;
How happy we'll be from now 'till fall.

May—

The seasons would make, but a dreary year
Were it not for you little children dear.

Birds—And all the birds will sing for you.

Flowers—And all the flowers will bloom.

All bow. The birds fly out.

THE KINDERGARTEN IN CINCINNATI.

We clip the following, relating to the kindergarten in Cincinnati, from the Enquirer of recent date:

Cincinnati has many valid excuses for pride and prejudice, but the history of its educational facilities is not one of them. Great statesmen, lawyers, captains of finance, philanthropists and musicians lend the luster of their halos to the Queen City of the West, but the unselfish efforts of educators to lead the community to the best that the country has evolved in the development of the child in the schools have been fraught with difficulties, discouragements and a hampering unresponsiveness that only the greatest devotion to the interests of the community has been able to overcome. Cincinnati must thank for her educational renaissance that sort of men and women who find inspiration in difficulties and tolerance and a panacea for the fetishism that bars the march of progress. One great factor in the regeneration of Cincinnati's school system and the rousing of public sentiment for the best in education which other cities have long enjoyed has been the Cincinnati Kindergarten Association, which from April 22 to 28 will have the great pleasure of entertaining the International Kindergarten Union, an organization bound by a chain of universal fellowship, in which each link is forged by one of the great nations of the globe.

The world owes a debt of gratitude to Froebel, who had a great idea. He discovered that play was the traditional enemy of education. Work and play glared at each other across the arena of life from babyhood to senility. It was given to him to see that play, made an instrument of work, was to elevate play and glorify work—and, lo! the kindergarten was evolved. It has seen many changes since Froebel's day.

The psychologist, the pedagogue, the student of child-study, and the mathematician have joined forces to eradicate what proved impractical in Mr. Froebel's conception of the kindergarten, and to develop what cries out for recognition in the twentieth century. The evolution of the kindergarten has meant not simply instruction under the guise of play, but better hygiene and better education in the schools; playgrounds, child labor laws, and many other legal restrictions and public advantages for which the General Federation of Women's Clubs, Civic Leagues and hundreds of similar organizations are striving with might and main.

The mayor and the Cincinnati Commercial Association, which has merged the old Convention League and the Industrial Bureau, will do their part on behalf of the city to make the Kindergarten Convention a success. The Cincinnati Kindergarten Association is an interesting institution, which has always enlisted the sympathy and patronage of the highest culture of Cincinnati society. It was 31 years ago that the movement was launched in the kindergarten on Mt. Auburn of Miss Kate Dodd, now Mrs. Frank Jamison, and Mrs. Alfonso Taft, mother of President Taft, and a brilliant woman eminently fitted to fill the high social position which she occupied in the community, called the meeting to order. The presiding officer was Mrs. Aaron F. Perry, a gentlewoman of many gifts, whose husband, Judge Perry, was a law partner of President Taft's father, and a man of national prominence, whose graceful address, beauty of diction and keenness of wit made him so great a power in Ohio during the Civil War that Governor Dennison, in his annual message, publicly thanked him for his

services. Mrs. Alfonso Taft was elected the first president of the Kindergarten Association and her daughter afterward became one of the graduates of the training school. Mrs. William H. Taft was one of the vice presidents and an ardent supporter of the work, serving with characteristic energy and interest on the instruction committee. Miss Annie Laws also became identified with the association, and her labors on behalf of the organization have never flagged from that day to this. She is now recognized as one of the indispensable members of the International Kindergarten Union and serves on its advisory committee; is chairman of the National Educational Association committee, as well as chairman of the foreign relations and Frederick Froebel museum committees, and a member of the committee of 19, which sounds like the title of a story by Wilkie Collins or a committee of safety in time of stress, but which is really a peaceful and modest group of the leaders of the movement, who are taking under earnest consideration the principles and practice of the kindergarten and comparing the methods of various centers, to reach a clearer understanding of the points of difference and the points of agreement with the hope of bringing about a closer affiliation.

In 1905 two important steps were taken in the educational work of Cincinnati. The University of Cincinnati, which is under the aegis of the city government, organized a college for teachers under the joint management of the board of directors of the university and the Board of Education of Cincinnati. This is a professional school for the training of teachers under university auspices and in close touch with a large system of public schools.

At the same time an arrangement was made whereby courses in the Cincinnati Kindergarten Training School were opened to students of the college who had completed their sophomore year and wished to elect a kindergarten course, such a course leading to the degree of Bachelor of Arts in education, while at the same time university courses were opened to the students of the Kindergarten Training School.

Mothers' clubs have become a helpful part of the work of the Kindergarten Association, which extends its sphere of usefulness not only to the child but to the parent. These mothers' clubs led to a study of conditions in the home and directed attention to the need of a department of domestic science and household art. This was established, and splendidly carried on by Miss Bertha Jenney, whose marriage last autumn to Mr. Starbuck Smith has deprived the Kindergarten Association of one of its most efficient and most charming members. The officers of the association are Miss Annie Laws, president; vice-presidents, Miss Fanny Field, Mrs. Charles Fleischmann, Mrs. John M. Withrow, Mrs. P. H. Hartmann, Mrs. Frank H. Nelson, Miss Eugenie M. Werk; secretary, Mrs. W. Austin Goodman; treasurer, Mrs. Charles H. Kellogg, and corresponding secretary, Mrs. John R. Holmes.

IN APRIL.

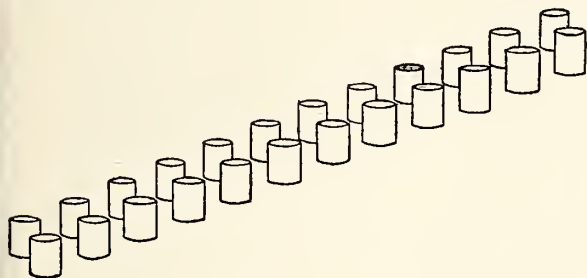
The air is soft and balmy,
the grass is growing green,
The maple buds are swelling,
Till their slender threads are seen,
The brown brook chatters gayly
Its rippling course along,
And hark!—from distant tree-top
I hear the bluebird's song.

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

A Counting Lesson

Place half-inch cylinders on desk as shown by illustration. Call this a bridge and let the little ones see how far across the bridge they can get—how far they can count correctly.



How to Abolish Dust

The county superintendent, no doubt, can give information where a good sweeping preparation can be secured. The dust should be wiped up with a cloth. A clean, tastefully decorated house is not only healthful, it has a powerful influence for good in the school. Poor housekeeping on the part of the teacher is a sure sign of an inferior school in some important particulars.

A very good home-made dust preventer may be made by taking a barrel of good grade sawdust and thoroughly mixing it with five quarts of common paraffine oil. Should this preparation be kept in an open barrel a little oil may be added as needed. The oil usually sells at twenty cents a gallon. A few handfuls only of the preparation are required at each sweeping.—*Atlantic Educational Journal*.

A Teacher's Creed

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth, the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and the joy of serving another. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in the daily life and out-of-doors. I believe in laughter, in love, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living: Amen.

Edwin Osgood Grover

A Copying Pad.

Mix to the consistence of glazier's putty four ounces of glycerine and about a pound of whiting. Put it into a tray about an inch deep (a pie tin will serve) smoothing it down with a putty knife or similar tool, and finally with a piece of sheet rubber packing about one-eighth inch thick, used in the manner of the well known window cleaner. Use any hectograph ink whose base is aniline. A good recipe: Violet aniline, one-half ounce; sugar, one-half dram; boiling water, two ounces. Mix thoroughly and when cold add one dram each of alcohol and glycerine and two drops of carbolic acid. Dyes sold in drug stores can be used for this, those for cotton fabrics being best. Violet makes sixty copies, red forty, green thirty, black fifteen. The pad has the advantage over the gelatine in the fact that it can be instantly cleaned with a sponge and cold water, the surplus water being removed by an old newspaper laid flat on it for a minute and then removed.

Number Game

Pelagia Kosmoski, Bloomington Prairie, Minn.

I draw a diagram on the board similar to this:

(Circle with 4 in center and other figures on circumference)

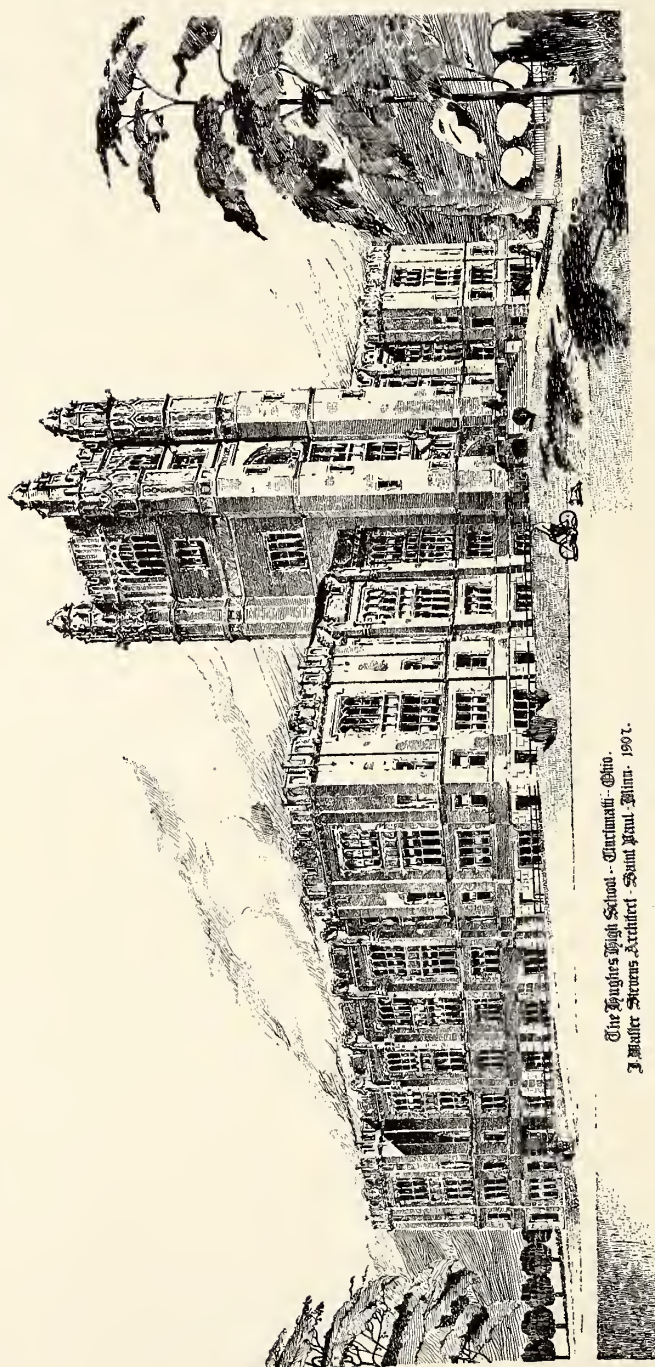
I introduce this drill in the following manner:

"Children, we are going to take a merry-go-round ride, today. How many of you like to ride on the merry-go-round? Of course, all hands go up. "Our ticket man's name is Mr. Plus Four. You may ride on a horse or in a seat." Then I tell them if they select a horse they will have to ride very very fast.

Now I take a pointer and rapidly point to the figures, the child that is riding giving the answer. Sometimes the child gives the wrong answer, so I say, "Oh, Johnnie has fallen off. He didn't hold on tight enough." If he fails two or three times I say, "Johnnie isn't old enough to go alone; Mary may hold him." Mary helps Johnnie if he gives the wrong answer. This usually works well, for the children all like to be old enough to go alone.—*School Education*.

FOR DISPLAY WORK.

Of course every kindergartner and primary teacher has some plan for displaying the work of pupils. Where there is more wall or blackboard space than is used, cover with burlap (a dark green color is suitable), then attach the drawings, etc., to the burlap with ordinary pins. Another plan is to tack a narrow strip of burlap to the wall above the blackboard. Change the display as often as once a month and see that each pupil has at least one piece of work displayed each month, even though it may possess very little merit.



*The Hughes High School - Cincinnati - Ohio.
J. Walter Stevens, Architect - Saint Paul - Minn. - 1907.*

CINCINNATI, OHIO.—The Hughes High School,—J. Walter Stevens, Architect, St. Paul, Minnesota
Cost \$770,137.00. Accommodations for 1600 to 2000 scholars. Dimensions, 277x309 ft.

THE EIGHTEENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION

At Cincinnati, Ohio, April 22-28, 1911

ADVANCE PROGRAM.



Headquarters: Hotel Sinton, Fourth and Vine Sts.

OFFICERS.

President.....Miss Mary C. McCulloch
St. Louis.
First Vice-President....Miss Nina C. Vandewalker
Milwaukee.
Second Vice-President....Miss Hortense M. Orcutt
Savannah.
Recording Secretary.....Miss Caroline D. Aborn
Boston.
Corresponding Sec'y and Treas...Miss Ella C. Elder
Buffalo.
Auditor.....Miss Julia S. Bothwell
Cincinnati.

THE INTERNATIONAL KINDERGARTEN UNION

comes to Cincinnati on invitation from the Mayor of Cincinnati, the University of Cincinnati, the Superintendent of Public Schools, the Cincinnati Kindergarten Association, and the Alumnae of the Kindergarten Training School.

LOCAL ORGANIZATION.

Officers of the Cincinnati Kindergarten Association:
President.....Miss Annie Laws
Vice-President.....Miss Fanny Field
Recording Secretary.....Mrs. W. Austin Goodman
Corresponding Secretary.....Mrs. John R. Holmes
Treasurer.....Mrs. Charles H. Kellogg

COMMITTEES.

Headquarters—Mrs. W. Austin Goodman, Mrs. John R. Holmes, Mrs. Charles Fleischmann.

Accommodations—Miss Fanny Field, Mrs. J. M. Withrow, Mrs. Joseph Feemster.

Places of Meeting and Program—Miss Lillian H. Stone, Mrs. Frank Nelson, Mrs. Wm. Jordan Taylor.

Hospitality—Mrs. Charles Fleischmann, Mrs. Philip H. Hartmann, Mrs. Alfred Friedlander.

Badges and Decorations—Mrs. Starbuck Smith, Miss Elsie Field, Miss Elsie Hobart.

Transportation—Mrs. D. D. Woodmansee, Miss Eugenie M. Werk.

Music—Mrs. Charles H. Miller, Mrs. William H. Dunham.

Finance—Mrs. Charles H. Kellogg, Mrs. Casper H. Rowe, Mrs. Maurice Joseph.

Exhibit—Miss Grace Anna Fry.

C. K. T. S. Alumnae—Miss Josephine Simrall.

Press—Miss Annie Laws.

Advisory—Dean Wm. Paxton Burris, Superintendent F. B. Dyer.

PROGRAM.

Eighteenth Annual Meeting of the International Kindergarten Union, Cincinnati, O., April 22-28, 1911.

PLACES OF MEETING.

Hotel Sinton, Fourth and Vine Sts.

Kindergarten Training School, No. 6 Linton St.—Saturday, Committee of Nineteen; Wednesday, Luncheon.



Woodward High School, Woodward and Sycamore Sts.—Tuesday and Thursday evenings.

The Cincinnati Woman's Club, Oak near May St.—Wednesday morning and afternoon.

The University of Cincinnati, Burnet Woods.—Friday morning.

The New Hughes High School, Clifton and McMillan.—Friday afternoon.

SATURDAY, April 22nd, 10 A. M.
Committee of Nineteen.

SATURDAY, April 22nd, 2 P. M.
Committee of Nineteen.

MONDAY, April 24th, 10 A. M.
Committee of Nineteen.

MONDAY, April 24th, 2 P. M.
Board Meeting.

TUESDAY, April 25th, 9-12 A. M.

Visits to Kindergartens and places of interest. aust.
re be-
work.
teacher
own the

TUESDAY, April 25th, 2:30 P. M.

Conference of Training Teachers and Supervisors.
(Open to Kindergartners.)

Miss Patty S. Hill, Chairman.

Subject:

The Organization of Subject-Matter in Modern Courses of Study: As applied to the Kindergarten Program. Miss Geraldine O'Grady, New York; Miss Luella Palmer, New York.

As applied to the Elementary School, Mr. Frank Manny, State Normal School, Kalamazoo.

TUESDAY, April 25th, 8 P. M.

First open meeting of the International Kindergarten Union.

Invocation.

Addresses of Welcome.

Response.

Address.

WEDNESDAY, April 26th, 9:30 A. M.

Report of Recording Secretary, Miss Caroline D. Aborn.

Report of Corresponding Secretary and Treasurer, Miss Ella C. Elder.

Report of Auditor, Miss Julia S. Bothwell.

Report of Committee on Foreign Correspondence, Miss Netta Faris, Chairman.

Report of Committee on Foreign Relations, Miss Annie Laws, Chairman.

Report of Committee on Propagation, Miss Geraldine O'Grady, Chairman.

Report of Parents' Committee, Miss Elizabeth Harrison, Chairman.

Report of Committee on Literature, Miss Grace Fulmer, Chairman.

Report of Friedrich Froebel Museum Committee, Miss Alice E. Fitts, Chairman.

Report of Committee on Nominations, Miss Caroline T. Haven, Chairman.

Appointment of Committee on Time and Place.

Reports of Delegates.

Luncheon at the Cincinnati Kindergarten Training School.

WEDNESDAY, April 26th, 2:30 P. M.

The Ideal Kindergartner:

1. The Training of the Kindergartner.
Miss Ruth Tappan, Brooklyn.
2. Her Relationship to Children.
3. Her Relationship to Mothers.
Miss Fanniebelle Curtis, Brooklyn.
4. Her Relationship to School Associates.
Miss Regenia R. Heller, Detroit.
5. The Kindergartner a Business Woman.
Miss Stella L. Wood, Minneapolis.
6. The Kindergartner in the Community.
Miss Caroline D. Aborn, Boston.

THURSDAY, April 27th, 8 P. M.
Reception at Art Museum.

FRIDAY, April 27th, 9:30 A. M.
Business Meeting.

THURSDAY, April 27th, 2:30 P. M.
A Story Hour.

A social gathering which will be opened by a march in which it is hoped that all Kindergartners will participate. A number of stories will be told by gifted storytellers, and groups of Kindergarten songs, by well known composers, will be given by the Cincinnati Kindergarten Training Class. The Board requests that those taking part in the march wear white dresses.

THURSDAY, April 27th, 8 P. M.

Address:

Address: The Froebel Pilgrimage, illustrated with stereopticon slides. Miss Lucy Wheelock, Boston.

FRIDAY, April 28th, 9:30 A. M.

New Fields for the Kindergarten:

1. The South.
Miss Marion S. Hanckel, Charleston.
2. The West.
Miss Nina C. Vandewalker, Milwaukee.

Extension of Froebelian Principles:

1. In the Home.
Mrs. Margaret J. Stannard, Boston.
2. In the Grades.
Miss Anna Logan, State Normal School, Oxford, O.
3. In the University.
Dr. Burtis B. Breese, Univ. of Cincinnati.

FRIDAY, April 28th, 2:30 P. M.

President's Day.

Informal addresses by Miss Lucy Wheelock, Mrs. Alice H. Putnam, Miss Annie Laws, Mrs. James L. Hughes, Miss Fanniebelle Curtis, Miss Patty S. Hill.

EXHIBIT.

The Committee on Exhibits and Historical Data has arranged a small illustrative exhibit of phases of Kindergarten work which will be placed in the Kindergarten Training School, No. 6 Linton St.

ACCOMMODATIONS.

The Sinton—Headquarters—Fourth and Vine Sts. European plan. Rates: Single room with bath, \$2.50; single room without bath, \$2; double room with bath, \$3.50; double room without bath, \$3; three in room, \$4.50.



St. Nicholas, Fourth and Race Sts. European plan. Rates: Double room with bath, \$3; double room without bath, \$2.50 to \$3.50; three in room without bath, \$3.50 up; three in room with bath, \$4.50 up.

Burnet House, Vine and Third Sts. European plan. Rates: Single room, \$1.50; double room, \$1; room with bath, \$2 up.

Gibson House, Walnut St. (bet, 4th and 5th). European plan. Rates: Rooms with bath, \$2.50 to \$3.50; rooms without bath, \$1.50 to \$2; double room with bath, \$4.50 up; double room without bath, \$3.50 up.

Hotel Sterling, Mound and Sixth Sts. American plan. Rates: Room without bath, \$2 to \$2.50; room with bath, \$2.50 to \$3.50; special rates for suites of rooms with bath.

The Glencoe, Mitchell Ave., Mt. Auburn. American plan. Rates: Single room, \$2 each person; double room, \$1.50 each person; 2-room flat with bath (2 persons), \$2 each; 2-room flat with bath (3 persons), \$1.75 each; 3-room flat with bath (4 persons), \$1.50 each; 4-room flat with bath (4 persons), \$1.50 each.



The Havlin, Vine St. European plan. Rates: Single room with bath, \$2.50; single room without bath, \$2; double room with bath, \$3.50; double room without bath, \$3; three in room, \$4.50.



Special arrangements and prices for meals at all hotels.

For other information regarding boarding places, entertainment in private houses or other accommodations, write to Miss Field, Chairman of Committee on Accommodations, 302 Oak St., Walnut Hills, Cincinnati, O.

One-way rates for ten or more persons traveling on one ticket are offered as follows:

	Special Rates. Regular Rates.	
Boston	\$18.15	\$21.65
New York	15.00	17.00
Philadelphia	13.20	15.25
Washington	11.10	14.70
Buffalo	8.55	9.50
Pittsburg	6.25	6.45
Cleveland	5.25	5.25
Indianapolis	2.25	2.25
Louisville	2.30	3.50
New Orleans	16.97	21.00
Atlanta	9.75	13.25
Denver	26.85	28.60
Omaha	15.50	15.95
Kansas City	12.50	15.00
St. Louis	7.00	8.00
Chicago	6.00	6.00

Delegates and members from all points in the territory south of the Ohio and Potomac and east of the Mississippi River will be granted a reduction in their return fare provided they hold a certificate receipt which must be vised at the meeting, and that there are 200 in attendance at this meeting holding certificates. It is hoped there will be a large attendance from this section.

"DAYS OF PROMISE."

—"His promise shall not fail."

O! Mothers, guard thy wifehood
When "Days of Promise" dawn;
Then through the "Days of Waiting,"
Like Mary, pray each morn.

O! Mothers of wee children,
Ye know not what ye do;
These babes are God's own image,
Sent down from Heaven to you.

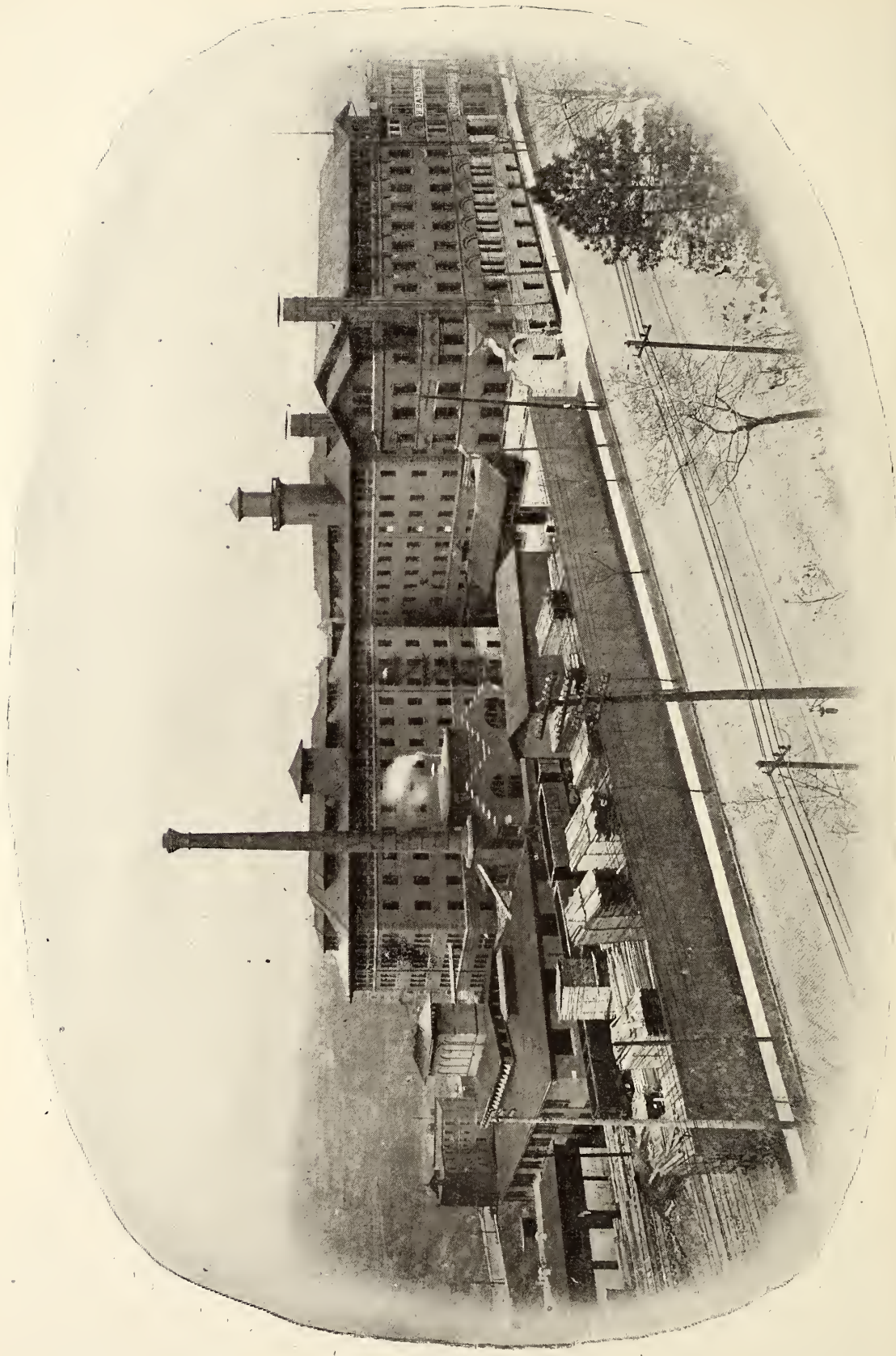
O! Mothers, guard thy passions,
Bid thoughts of anger die;
All through the "Days of Waiting"
Bid thoughts of love draw nigh.

O! Mothers of wee children,
Know God will bless thy prayer,
If through the "Days of Waiting"
Ye pray for "gifts most rare."

Then when He sends the answer
In human form so frail,
Keep still, and whisper softly,
"His Promise shall not fail."
—Written by "Frances Sydney."

How to Abolish Dust

Twenty or more children bring in a great deal of dirt, even if the greatest care is taken. Sweeping raises a cloud of dust that settles on every surface in the school room. Dusting is done with a feather duster, which stirs it once more, and again it settles. When anyone walks across the floor or moves about he raises the dust. The schoolroom should be thoroughly washed before beginning school—the floor, the desks, and the woodwork. The walls should be thoroughly brushed. The teacher should be provided with a preparation to keep down the dust when she sweeps.



CINCINNATI — A Sample Manufacturing Industry — Group of Piano Factories of the Baldwin Company

SAYS OFFICER CASEY.

(By Request.)

"I've been talkin' t' Paddy Flynn's daughter, Kitty, th' wan that's studyin' kindergard'nin', Sanders," said Officer Casey, "an' th' more I think iv it th' more I wonder how there is anny such thing as th' prisint generation.

"Kitty says th' ignorance iv payrints in th' past was astoundin', an' that 'tis beyant th' power iv peddygogical science t' explain how anny childern fr'm th' day iv th' little Adams t' th' prisint time iver knew annything. At th' most, she says, they knew, but niver a wan iv them knew that they knew.

"Ivry child that was born befure kindergard'nin' was invinted wint through life laborin' under a handycap gr-reater, th'n is honesty to-day. If our payrints had instr-ucted us in th' symbolism iv mud pies instid iv lambastin' us f'r dirtyin' our clo'es, an' if we had been taught th' ethical theery iv rid, blue an' purple buildin' blocks instid iv how t' add wan an' two on a slate we—well we prob'ly wouldn't be votin' th' Dimmycrathic ticket t'-day.

"Kitty hasn't got very far in kindergard'nin', but she's got way beyant me. She says I can't gr-rasp what she says because me idee iv ethics is rudimentar-ry an' me knowledge iv sychol'gy even liss. I asked her t' tell me in English what schol'gy mint an' afther she had talked f'r twinty minnits, I didn't know an' nayther did she. She says it is har-rd t' explain an' abstract idee t' a mind habituated t' cimmint facts an' I said t' let it go at that.

"Why has she took up kindergard'nin'? Shure an' 'tis all th' rage on the North Side. Ivry gur-rl is studyin' it. It's a lot cheaper th'n br-ridge an' has a language iv its own, like golf-ff. 'Tis surprisin', though, how much wan must know befure ye c'n teach childern t' play ring ar-round th' rosy. It took Kitty two whole days t' learn th' ethics iv hoppin' over a ladder laid on the flure an' sing 'Hi diddle de diddle, th' cat an' th' fiddle,' at th' same time.

"Th' smar-rtest gur-rl in th' class had t' give up her life wur-rk, as she said, right there because she had weak ankles an' couldn't hop. 'No wan,' says th' teacher, 'c'n hope t' make th' youthful intellec' receptive t' th' beauties iv knowldge unless she c'n hop,' she says. So th' gur-rl gave up her life wur-rk an' has got ingaged t' twinty-five thousan' a year. But whin you an' I wint to school, Sanders, th' weakness they guar-rded aginst was not in th' teacher's ankles, but at th' uther ind. Kitty says, though, that that shows how moder-rn peddygogical science gits at th' foundaion iv things. Pretty soon they'll be teachin' bally dancin' at the Normal.

"Th' class Kitty is in has got so far as th' discussion iv har-rmliss amusemint, an' they spint two days studyin' th' ethics iv that. Whin Kity wint home last night she says t' her pa, 'Pa,' she says, 'what is a har-rmliss amusemint?' she says. 'Votin' th' Prohehibition ticket,' says her fayther. "Ye're

wr-rong,' says Kitty. 'I don't care,' says th' ol' ma-an, 'tis wan sin I'll niver be guilty iv, annyway,' he says. An' thin Kitty says t' her ma, 'Muther,' she says, 'what is a har-rmliss amusemint?' she says. 'Visitin' th' sick,' says her ma. 'Ye're wr-rong, too,' says Kitty. 'Th' taycher told us t' practice up on har-rmliss amusemint,' she says, 'an' I was hopin' ye could suggest wan,' she says. 'I c'n that,' says her muther. 'Go int' t' kitchen,' she says, 'an' finish ironin' yere fayther's shurts,' she says. 'An' be shure,' she says, 't' make th' amusemint har-rmliss by not scorchin' thim,' she says. Kitty says there ar-re times whin she thinks her muther's mintal'ty is iv a low order.

"Kitty says that th' ignorance iv payrints is th' gr-reatest stumblin' block in th' path iv thim that has consec-rated their lives t' th' enligh'nin' iv childhood. Whin I was young anny woman that could slap a baby on th' back whin it had th' croup an' grease a child's chist was expicted t' bring up eight out iv tin babies, but Kitty says that's all wr-rong. She says that modern science dictates that th' muther must understand th' effect iv invironmint upon th' subconscious tindincies iv th' infant mind or her offspring will be mintally cross-eyed.

"Kitty was over t' call on Mrs. Casey last night whin Mrs. Malone dr-ropped in, she bein' th' muther iv twelve, all livin', though most iv thim is married. They began talkin' iv childern, iv course, an' Kitty says that 'tis on'y now that th' proper way t' rear th' young is beginnin' to be understood an' th' pall iv darkness lifted fr'm th' maternal mind. 'Mrs. Ma'one,' she says, 'if you had had th' advantages I am havin' ye might have done wonders with yere family,' she says.

"Young lady,' says Mrs. Malone, 'I brought five iv thim through a spell iv measles,' she says, 'an' had thim all take th' chickenpox so as t' git it over with, an' sivin iv thim ar-re married an' wan a praste an' me youngest gur-rl is t' enter th' convint,' she says. 'Now, if science c'n beat that all right, but till it does I think ye'd betther be learnin' to bake an' not wastin' yere fayther's money learnin' zoology an' th' like,' she says."

"What's this kindergartening all about, anyway?" asked Saunders.

"That's what I asked Kitty," said Casey, "an' she said they didn't teach her that till the second year." —Reprinted from "Chicago Evening Post" by permission.

FOR TEACHERS OF ENGLISH

Sixty-five English Classics Covered by Helpful Outline Studies. 65 separate volumes. **Price 15 cents.**

FOR TEACHERS OF GRAMMAR

Outline Study in English Grammar. Boards, Cloth back. **Price 25 cents.**

FOR TEACHERS OF GEOGRAPHY

Outline Study in Geography. Boards, Cloth Back. **Price 25 cents.**

FOR TEACHERS OF HISTORY

Outline Study in United States History. Outline Study of Ancient History. **Each, 35 cents.**

Send for our complete catalog.

THE PALMER COMPANY

120 Boylston St., Boston, Mass.

Cheap and Excellent Books

SONG KNAPSACK, 142 songs for schools, 10c; \$1 dozen.

"PAT'S PAT", 124 pp. All the music to the KNAPSACK songs. Sweetest, sanest, jolliest song book made. Cloth, 50c.

PRIMER OF PEDAGOGY, by Prof. D. Putnam. Just what the times demand. Cloth 122 pp. 25c.

MANUAL OF ORTHOGRAPHY AND ELEMENTARY SOUNDS, by Henry R. Pattengill. Up-to-date. 104 pp., 25c.

CIVIL GOVERNMENT OF U. S., by W. C. Hewitt. 118 pp., complete, new, cloth, 25c; \$2.40 per doz. MEMORY GEMS, 1000 GRADED SELECTIONS, by H. R. Pattengill. 143 pp., linen morocco finish, 25c.

MORNING EXERCISES AND SCHOOL RECREATIONS, by C. W. Mickens. New, 267 pp., 50c. PRIMARY SPEAKER FOR FIRST AND SECOND GRADES, by Mary L. Davenport. Fresh, elegant. 132 pp., 25c.

OLD GLORY SPEAKER, containing 80 of the choicest patriotic pieces written. 126 pp., 25c.

HINTS FROM SQUINTS, 144 pp. Hints comical, hints quizzical, hints pedagogical, hints ethical, hints miscellaneous. Cloth, 50c.

SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling" in school.

HENRY R. PATTENGILL, Lansing, Mich.

FOR SALE—7 Kindergarten Tables at \$5.00 each; 3 doz. 6th Gifts at 25 cents each; 2 doz. 5th Gifts at 25 cents; 2 doz. 4th Gifts at 10 cents; 1½ doz. 3rd Gifts at 10 cents; ½ doz. peg boards at 90 cents per doz. Address, Sue W. Frick, 126 E. College Ave., York, Pa.

WANTED—A copy of the Kindergarten-Primary Magazine for October, 1904. Address, Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Position as kindergarten. Graduate of a good training school. Address, W. 278 River Street, Manistee, Mich.

WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1889; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Kindergarten-Primary Magazine for January and October, 1894, and October, 1897. Address G. Dunn, & Company, 403 St. Peter Street, St. Paul, Minn.

WANTED—One copy each of Kindergarten-Primary Magazine, as follows: June and September, 1894; January, April and May, 1895; October, November and December, 1898; February, 1899; September to December, 1905; January to February, 1906. Address, The University of Chicago Press, Library Department, Chicago, Ill.

WANTED—Back numbers of Kindergarten-Primary Magazine for September, 1909, and February 1910. J. H. Shults, Manistee, Mich.

WANTED—Position as teacher of Domestic Science and Domestic Art by graduate of Milwaukee-Downer College. Address, E. J. B. Johnston Hall, Milwaukee-Downer College, Milwaukee, Wis.

American Primary Teacher

Edited by E. A. WINSHIP

Published Monthly Except July and August

An up-to-date, wide awake paper for the grades. Illustrated articles on Industrial Geography, New Work in the Grades, Drawing, Fables in Silhouette and other school room work.

Send for specimen copy and prospectus.

Subscription, \$1.00 a Year

NEW ENGLAND PUBLISHING CO.

299 BEACON STREET, BOSTON

Dutch Ditties

FOR

CHILDRN

FIFTEEN SONGS

WITH PIANO ACCOMPANIMENT

Words and Music

by

ANICE TERHUNE

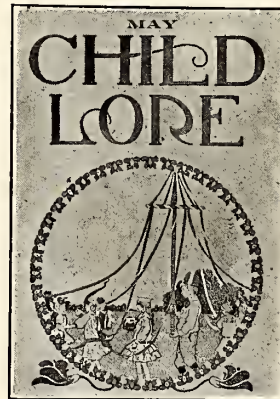
Pictures by Albertine Randall Wheelen

71.25 net

NEW YORK: G. SCHIRMER

BOSTON: BOSTON MUSIC CO

LONDON: SCHOTT & CO.



A

Magazine
for Young
Children

that stands in a
class by itself

Have You a
Child?

If so, you can do
nothing better than
to send \$1.00 for

CHILD LORE

IT IS A REAL EDUCATION IN ITSELF
IT APPEALS

To Every Mother

Because it contains genuine child literature.

To Every Minister of the Gospel

Because it is a magazine of Ideals and high moral purpose.

To Every Kindergarten and Primary Teacher

Because it contains the sort of stories that she can use in her daily work.

To Every Superintendent and Principal

Because it is a magazine of genuine educational value.

To Every Lover of Children

Because, on account of its beautiful stories and dainty illustrations, it makes an ideal present.

CHILD LORE COMPANY

1427 UNION STREET

BROOKLYN, N. Y.

Send for Sample Copy

The Kindergarten-Primary Magazine

VOL. XXIII—MAY, 1911—NO. 9

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

THE ELEMENTARY SCHOOL CURRICULUM.

- I THE PRESENT SITUATION FROM VARIOUS ANGLES.
- II THE BACKGROUND IN HISTORY AND IN EDUCATIONAL PRINCIPLES.
- III REFERENCES.

BY FRANK A. MANNY.

This study is necessarily brief and may fairly be charged with sketchiness, over condensation and various other defects. It must be borne in mind, however, that it has been written as a paper to be read and studied before it is discussed and not as one whose discussion is to follow its first presentation. Further the group which will work upon it, while representing a number of philosophical schools, is one of the most thoroughly organized bodies at work upon educational problems—its members have had long experience in conference and discussion and have shown by their various writings an acquaintance with current education of thought not easily matched elsewhere.

I The present situation from various angles.

To be means and end at the same time is never an easy matter and yet that is the nec-

essary condition of membership in a democratic, social organization. It is much simpler to be either a "finishing school" or a "preparatory school" than to be a school whose members live out adequately the conditions of life at the age reached and yet at the same time relate themselves progressively to the stages farther on. Segregation is ever an easy way out of a difficulty but it is a way out and what we need is a way on.

Our immediate concern is with that somewhat indefinite period extending from the close of the kindergarten to the beginning of the secondary school period—from the ages of six to twelve. The problem becomes simpler as the tendency increases to include in secondary education the beginnings of adolescence instead of artificially making the division at fourteen as was formerly the case in America.

The elementary school curriculum has been segregated frequently and some strong teachers in it resent the growth of the children into broader ranges of life. They are like the people who prefer animal pets to children because the former do not outgrow the early habits of relationship nor do they become inconvenient through reaching intellectual maturity. There is, however, general agreement that there must be account taken of both present needs and future possibilities—richness of life in the presence of physical stimuli and growth of power in their absence.

To attempt in a single paper to indicate a positive program in elementary school curriculum making might seem presumptuous. I have merely gathered together brief statements of a few recent utterances upon the subject.

The most important educational book of the year in enabling the student to find himself with reference to current pedagogical, sociological and biological material is probably Dr. E. N. Henderson's Text-Book in the Principles of Education. In this he states:

"It is impossible to map out childhood into sharply defined epochs. Nevertheless, the period between eight and adolescence may not inappropriately be called the age of rivalry. During this time the child is rapidly assimilating the social standards by which he can determine the true, the right, the effective." (394) "A rough classification of the

kinds of school motives yields four types: Play, the desire for approval and the fear of criticism or punishment, utility, and the love of knowledge or skill. In general, the play motive is adapted especially to children up through the kindergarten. It continues to be a prominent interest all through the school period, and, indeed, through life. However, it is even in the kindergarten beginning to be supplanted by social pressure. The pressure of social standards driving them to labor is with most children today first felt in the influence of the schoolmaster. If the earliest period in culture can be trusted largely to play, and the middle period largely to social pressure, the onset of adolescence makes necessary a sound and complete defense of school studies on the ground of utility." (412-4)

A prominent educator has recently discussed the period from six to nine. As no published statements have appeared he cannot be quoted authoritatively but his position as I understand it is as follows: When a child reaches the age of six he has had sufficient experience with concrete materials to make it most profitable for him to devote himself for the next few years to the symbols—the three R's. During these years it is undesirable that he should give attention to manual occupations because he needs to follow out his new occupation with a continued impetus—a singleness of attention. Otherwise the material objects will get in the way of his thinking and he will perform his mental processes laboriously and indirectly when he might work more effectively on a more purely symbolical basis. When these processes are well under control he can turn to things and apply his methods to their control and changing.

The more conservative workers will find much comfort in Professor Münsterberg's contention that the results of psychological experiment sound a warning against "those progressive methods which start with whole written words. The words must be built up from the letters and the letters from the single lines and curves and loops, the crotches and links and bars and dots." He also demonstrates to his satisfaction that "phonetic spelling removes most of the means and helps to a ready grasping of the sentence. If we had an ideal phonetic spelling, the child would have to make a much greater intellectual effort in the simplest reading. These odd and queer ways of spelling are landmarks which help

the recognition and apperception of the words in every line. To simplify the spelling completely would mean to make reading very difficult. If to and two and too were written alike the spelling teacher would save less than the English teacher would lose. The child would progress still more slowly. The more differences exist the smaller is the effort for the intellectual grasp." The alphabet method of learning to read is somewhat reluctantly abandoned in the face of the fact that "the reading of a word of three letters does not take more time than the recognition of a single letter." But before the section is needed we find that favor is given to "a method which by a combination of simple sounds teaches the reading of the word by starting from the single letters. The complex motor impulse to pronounce the whole word in seeing the whole group of letters would in this case be slowly learned by combining the simpler impulses."

This ought to be welcome to those of us who believe in difficulties as an important factor in the bringing about of more consciousness but who also believe that there are enough difficulties inherent in any situation to provide for this growth without creating them artificially. One feels, however, that this reluctance to give up historical spelling difficulties is somewhat like Ruskin's opposition to railways.

According to Dr. Hall the period from eight to twelve is one in which "the senses are keen and alert, reactions immediate and vigorous, and the memory is quick, sure and lasting. Never again will there be such susceptibility to drill and discipline, such plasticity to habituation, or such ready adjustment to new conditions. It is the age of external and mechanical training. The method should be mechanical, repetitive, authoritative, dogmatic. The automatic powers are now at their very apex, and they can do and bear more than our degenerate pedagogy knows or dreams of. The greatest stress, with short periods and few hours, incessant insistence, incitement and little reliance upon interest, reason or work done without the presence of the teacher, should be the guiding principles for pressure in these essentially formal, and, to the child, contentless elements of knowledge." (Adolescence I: pp. XII-XIII).

The most comprehensive contribution that has been made to this subject is no doubt the work of Dr. Dewey. There is no need here

to present his position for it is well known to those to whom his service has been largely negative as to those who have made more positive use of his work. I will give, however, some extracts from a recent theoretical statement by Dr. Hart, who has been influenced by Dr. Dewey and a number of his co-workers. I will also quote the central positions of Drs. Findlay and Meriam, who are conducting notable experiments in elementary school curriculum problems—the former at the University of Manchester (England) and the latter at the University of Missouri. Among the references is mentioned Dr. Scott's helpful book on Social Education. Among other chapters is one on Dr. Dewey's work. This is an excellent discussion but in my opinion it is limited by a mistaken conception of Dr. Dewey's position in that it attributes to him the desire to formulate a prescriptive curriculum.

The following quotations indicate Dr. Hart's position: "No isolated concrete community, such as a school, can fully represent the world of action today, and accordingly the practice in social habits attained in such a community will not insure complete social functioning in the larger community of the world." Education has, accordingly, the problem of providing for such creative situations in the developing experience as shall insure the rise of the larger self, and the more inclusive world." (26) "the process of experience through the plastic years shall result in the complete organization of the processes of reflection so that the individual may be prepared to apply his experience at any point where moral tension may arise." (33) "the individual must be not only socialized, he must become an individual, not merely repeating or copying the world's life, but creative of experience values in his own right and person." "The powers of self have to be developed through the development of a world calling for those powers. The self reflects the world that it lives in, i. e., that has risen into consciousness with it."

According to Dr. Findlay the aims of the Curriculum are: "(1) to provide the scholar with the ordinary mental tools which modern life requires—in the three R's to begin with, in drawing, and in the constructive arts; (2) to assist him towards a rich and varied experience, so far as his powers and interests reach in all that is worth learning about the world—of nature and of man—as it is and as

it has been; (3) to direct to some extent his ideals." Children of four to six "need society, and this is the chief reason, from the standpoint of educational aims, for inviting them to school." "We are repeating Dr. Dewey's experiment but paying more attention perhaps than he thought necessary to daily practice in the formal arts of arithmetic and writing."

Dr. Meriam states: "First: That content has a place in the curriculum which meets real present needs of the pupils. Any of the child's normal, wholesome activities may rightfully claim assistance from the school. Second: Only that content has a rightful place, in the study of which the pupil has a conscious motive. Here will be debarred practically all that is formal and abstract in our present curriculum. This principle does not refer to that which is superficially interesting, but rather to that in which the pupil finds a contribution to his need, and which thus supplies a real motive. Third: Only that content may be admitted which the pupil can comprehend and the significance of which he can appreciate. This principle debars practically all that is usually given as mere discipline. Fourth: Only that content may be admitted which contributes to continuity in the development of the special problems being studied. This principle debars all isolated bits of information but on the positive side suggests a wholly natural scheme of correlation."

Among the evident needs of the situation is a more careful study of just what are the activities, interests and intellectual capacities of these years. Dr. Goddard's adaptation of the Binet tests is one of the best aids we have available in this direction. The assumption that because a child will in maturity do certain types of thinking he must be strained to these as soon as his development makes this possible is no more fallacious than is the position that because his mental processes at six or ten are unlike those at sixteen or thirty therefore he does not think at the former ages. Underpressure is as disastrous as overpressure. The critic who dealt with the six to nine period fears that physical manipulation during that period tends to interfere with the impetus by which the mental operations get well under way. This is a warning that is needed, for one is able to find class rooms in which the multiplicity of dolls' houses, furnishings, fancy candies and towel racks ob-

scures and impedes real thinking as much as do endless section making and mechanical observation any clear view of the meaning of work in a biological laboratory at a later age. This thinking and control of symbols must, however, grow out of direct experience and there must be a carrying over from it to physical activities which the term "application" does not cover adequately.

Dr. Hall's drill period must not be ignored but there is little danger that a thoughtful teacher will permit the "shades of the prison house" to weary his soul or that of the children to the extent that the author seems to imply. There need be no such serious dualism. Drill can mean that some activity is begun so well that there is a desire to repeat and reproduce it. A need has become so evident that there is urgency for more accomplishment. On that path lies the way to art.

One of the next steps will be, I believe, more discussion of the possibilities of a varied curriculum suited to individuals. The value of choice—the impossibility of progressive education of an individual without choice on his part is recognized vaguely but its implications in curriculum making have not been considered adequately. In later periods (the elective system in high schools and colleges) this fact has been obscured by the failure of the teachers and parents to take their full responsibility in the matter. To many of them possibilities are limited to the extremes of prescription by adults or *laissez-faire*, indiscriminate, individualistic choice by the child. The problem is social and none of us can wisely refuse to accept our share in the responsibility. The superficial criticisms upon the original University of Chicago Elementary School persistently misinterpret administrative and other matter in terms of this irresponsibility, overlooking constantly the many opportunities they had for observing the significance of the experiment in its contributions to this social, moral need.

Children need opportunities to be responsible for materials, methods, (plan) and results. Successes which have been so guarded from without that there has been no possibility of failure are not successes to the children, and do not carry over as such into other life experiences. While there is need to work out simple primitive experiences which are of greatest value because they involve the nearest approach that can be made to the working with raw, crude materials, yet there is also need of learning to take up and enter into the

work already in process of execution that others have begun, and even to take their supposedly finished products and show a greater usefulness by relating them to new activities. We must learn to share our most spiritual possessions without rendering them common in the sense of cheap.

There is no school age in which all of these needs do not appear. It is in this way that a balance can be maintained between the undue prescription of the report of the committee of fifteen; the reluctant but undue yielding to the necessities of social conformity of Dr. Hall; the necessary but easily segregated "impetus" needed when mental processes begin to lead; the fear on the part of several experimenters of the overweight of society's past accumulations; the need that the child live adequately the instincts and impulses awakening in him today and the necessity that today's activities do not form impeding habits, occasions for indulgence but progressive growth insignificant in the next and all future steps. This last consideration is well stated by Dr. Dewey:

"Will the proposed activity give that sort of expression to these impulses that will carry the child on to a higher plane of consciousness and action, instead of merely exciting him, and then leaving him just where he was before, plus a certain amount of nervous exhaustion and appetite for more excitement in the future?" (School and Child, page 50).

Perhaps there is no greater need than the formulation of a curriculum of activities which shall enable the individual working in social relationships to build up his awakening instincts and impulses into a unified, resourceful, many-sided self—a co-operative growth in experience affording to the individual resources of self, society and nature and enabling him to participate in the progress brought about by the interaction of these factors.

II The background in history and in educational principles.

Whenever a human society becomes sufficiently complex to require special organization outside the home to perpetuate it through its growing members then arises a school. The early aim is conservative. The child tends to vary from accepted standards even more than does a particular family and both types of variation are most economically corrected by an institution of wider social inclusion.

Man early learned that security depended upon abundance—that stability is related to surplus. Whether he looked upon his supply

as a gift from the gods or as the results of his personal effort or as a social product the source might fail or change and he sought to make himself secure. It is not strange that he confounded stability with fixity. We have been doing so ever since. Many of the struggles between loose and strict constructionists would be lessened if all parties recognized this common ground—stability—its distinction from fixity and its relationship to change or variation.

It was out of the hard won and held surplus which was to insure fixity that the tendency arose toward conscious progress. When there is more than enough material for any situation there is room for choice or selection even though its range may be very limited. Naturally this discovery leading to the work of the prophet and the inventor was considered safest in the hands of a few. The school now must recognize two functions: first, that of training, in so far as training was necessary, the common people whose lot was to produce the materials upon which life depends—those which give security to society; second, that of training the few who were privileged to enjoy and control the margin of life and thus had the fate of progress in their hands.

The advance of democracy has tended to extend the circle of this latter class until in the minds of some persons it is destined to include all mankind. At any rate there is an ever increasing range of excellencies recognized in social life. Men and women who in past generations were compelled to follow distasteful occupations or, if too unconventional, were forced to the wall and destroyed have today in many cases the possibility of useful and enjoyable activity along the lines which their original natures indicate. The spirit of domination or subjugation well illustrated in the Spanish conquest of America has yielded to more thoroughly coöperative methods. Even in man's relation to nature and natural resources we are coming to recognize the wisdom of a policy of conservation. "The rights of the soil" discussed by Edward Atkinson is a principle in modern agriculture.

With this increasing realism which counts original tendencies as a primary factor not to be obscured there appears the fact that the individual has so great a capital of native possibilities that there is room for choice and selection. Greater social coöperation gives to a larger number of these individuals effectiveness.

Life on its lower levels had dug a deep groove of instinctive and habitual action. Difficulties and obstructions in this course led to deviations of emotion and thought which were found to have great service when they returned to the main channel after having met the problem which forced them forth. Instinctive action called for no conscious preparation. These deviations of feeling and thinking as soon as they were recognized called for the school. The fact, however, that they were deviations often made a greater impression than the important fact that their value lay in their service upon their return to the channel from which they had departed. Certain deviations from the path of utility as the studies of Latin and Greek came to have great value in the minds of the people because of their association with men whose native powers and social heredity in many cases insured success.

When in America the distinction of elementary from secondary education was no longer necessarily a social class division there was a natural rush for the tools which were supposed to have given the leisure class their advantage. Latin and Greek were to the former peasant and slave symbols of power. When this excursion into bypaths which had become sources of pride in that they did not return to the activities of life, did not open up a world of magic there was bitter disappointment. There was failure to recognize that the ever widening range of work to be done and of lives to be lived called for a greater range of native instincts and impulses to be recognized and utilized and a consequently larger number of avenues of development, all of which should preserve their connection with the doings of life. The tendency has been to remain arrested in our partisan and sectarian experience and with the apparent failure of the classical deviation or course or curriculum one after another path has been urged—science—manual training—trade instruction—pupil government—training in citizenship—moral training. Too often the advocates have seemed to account their interest a panacea whose success depended upon the blocking of other gates.

The vocational education movement in its broader form is the most adequate attempt to re-state the problem. The old world scheme of education by social classes was so long serviceable that we tend to recur to it. Thus our leading state in educational movements was for a time side tracked upon a scheme

which might have been used to create a permanent peasant class in America. Boards of managers of orphan asylums and reformatories often seem to feel that girls of a certain social level must be by nature endowed with the qualities necessary to domestic service and lacking in those which would lead into other occupations.

In Europe as the scope of schooling has extended for the lower classes there has been a tendency to continue to call it elementary training—thus in England a school of this type which gives instruction in higher studies is called a higher elementary school.

One of the most serious problems arises in the relationship between the processes of direct doing on the one hand and those of thinking on the other. The over conservative school man is often so urgently in pursuit of the deductive method that he is impatient of laboratory or shop exercises. He even fears that in geometry or algebra the student may fall into error if left to make his own way in a demonstration, or a solution. The over radical sees the need of doing and often involves the pupil in such a multiplicity of things and activities that he has no time or energy for thinking. The result while widely different in each case is alike in that in both cases the pupil is apt to emerge bound by various habits and with little ability to think a problem through either independently or in cooperation with others and with little power either to carry over from his thinking into his doing or to abridge his doing effectively by means of his mental processes.

These various stages may be summarized as follows:

I. The seeking of stability even if the price is fixity, (elementary education).

II. The accumulation of margin permitting choice or selection.

III. The recognition of the possibility of variation in a select class of society (secondary education).

IV. The gradual extension of privilege to a wider group—(the democratic movement).

V. The gradual extension of the possible avenues of training and culture (varied courses—elective system, etc.)

VI. The recognition of a wider range of individual and social excellences.

VII. The coöperating or social attitude toward other persons and nature taking the place of the at one time more serviceable attitude of segregation and domination.

VIII. The relation of present activity (vocation at any age) to

- (1) immediate needs
- (2) the deviations of emotion and thought
- (3) future status and relationship
- (4) the resources of the past.

It is due to the fact that situations at one time clearly separated one from the other or at least practically apart because the persons involved were not conscious of relationship—it is this fact that gives the great opportunity to modern education. The segregated situation, like the animal governed largely by instinct, is highly specialized but it is also seriously limited in its possibilities of higher growth and development. The democratic movement has brought the school into a world of higher coördinations and greater spiritual possibilities requiring our most effective tools of intelligence—the social—the moral. We cannot meet its needs in terms of instinct—habit—segregated individualism alone.

III References.

- Binet Tests (C. H. Stoelting, Chicago) .
- Blow, Susan, Educational Issues in the Kindergarten.
- Bonser, F. G., Studies in Elementary School Practice. Teachers College Record, January, 1911.
- Dewey, John, The School and the Child, Essays from The Elementary School Record. Blackie & Son, London. The Educational Situation.
- Firdlay, J. J., The Demonstration Schools Record (Manchester University Press).
- Goddard, H. H., Four Hundred Feeble Minded Children. Ped. Sem., Sept., 1910.
- Hart, Jos. K., A Critical Study of Current Theories of Moral Education. (Univ. Chicago Press, 1910).
- Henderson, E. N., A Text-book in the Principles of Education.
- Meriam, Junius L., Fundamentals in the Elementary School Curriculum. N. E. A. 1909: 169.
- Münstererg, Hugo, Psychology and the Teacher. Chs. XXV and XXVI.
- Palmer, Geo. H., The Glory of the Imperfect (In the Teacher and Other Essays).
- Payne, B. R., Public Elementary School Curricula.
- Reeder, R. R., How Two Hundred Children Work and Live.

(Concluded on page 269)

KINDERGARTEN AS A METHOD.*

*Paper read recently at the Teachers' Conference, Cranganore group, by K. R. Hariharan Iyer, B. A.

You have heard of the golden maxim, "the child is the father of man." What a world of thought it conveys! It says that it is the child that develops into a man, it is in him that we see the realization of all our lost hopes; it is he who has to fulfill the various duties of life that we have failed to carry out; and it is on him that the well-being of all nations depends. Such being the case, it devolves upon us to make him sensible of his responsibility and prepare him for the difficult task.

"There is nothing new under the sun," goes the popular notion; but the Law of Nature says that all bodies in the universe are undergoing some change or other, always and at all times. Thus, with the progress of science the popular belief is thrown out, old orders change and give place to new scientific or natural ones. Accordingly, the old methods of education also change and give place to realistic and natural ones.

"Education," says Spencer, "is the drawing out of the latent powers of the mind, intellect, and body." A drawing out is in many cases considered as growth. So, in education also, a drawing out is the development of the various faculties. In developing the faculties, we must follow the same methods by which a plant or a tree is grown in order that the growing up may be more akin to nature.

It was Froebel, a German educationist of the nineteenth century, who discovered that the system of education then current was unnatural. He observed that too much memorizing and cramming deadened the budding intellect of the growing generations, and that, "spare the rod and spoil the child" should not be the rule to act by. So he adapted from nature a method of educating children. He said "man is made in the image of God and his destiny is to become like Him. Man is at once the child of nature, the child of humanity and the child of God and the aim of education is to bring him, while he is a child, into harmonious relations with all the three."

He studied childhood very minutely and carefully and found out that the child received his first impressions through the senses and so he came to the conclusion that the natural expressions of child life should be directed to its education. He considered the children as plants and flowers of a garden and

determined to develop their powers in the same way as plants and flowers are left to grow themselves without any restraint, taking care only to manure and water them properly. Hence the name "Kindergarten" which means "Child's Garden."

WHAT IS KINDERGARTEN?

A child's education, then, must suit his natural inclinations and activities. During the period of childhood, there is only one proper medium through which instructions can be given and that is "play." Froebel's inspiration lay in organizing play as a medium of education. So, kindergarten is an "Educative System of Play."

THE FROEBELIAN SYSTEM.

Froebel discovered that "the games of childhood are the heart-leaves of the future life and all the sources of good are in play." A child who takes a keen interest in play is sure to succeed when he grows into a man. Froebel saw that the child loved music and he introduced music in all his occupations and games. He noticed that the child was very inquisitive, that it was often curious to know that which was hidden from its sight; so, to satisfy this natural desire of the child, he introduced his *divided cube*. Again he saw that it loved to play in dirt and mud, moulding bread and other things of daily use, and he took up clay-modeling for an occupation. Then again he observed the child's great liking for bright colors, its natural inclination to drawing and mimicry and so he designed his colored balls, gave drawing a high place in his system, and introduced the games of plants and animals. These and many other similar devices of Froebel are called his gifts and occupations.

ADVANTAGES.

Kindergarten affords ample scope for developing the intellectual, physical and moral faculties of children. On the intellectual side, the creative, constructive, and imaginative powers are developed. By the proper training of the senses, the child's powers of observation and perception are increased. The child is trained to reason within itself and to note the relation between cause and effect, whereby the originality of the child is augmented and it grows more and more self-reliant.

The various rhythmical and free movements in the occupations and games such as the

action-songs, dances and drill, give sufficient exercise for the growth of the body and make the children lively and happy.

Very important traits of character are inculcated in children by the kindergarten system of education. The building up of one's character, is, I should think, the end and aim of education. Childhood being the most impressionable period of life—soft to take like wax and hard to retain like adamant—the first lessons on the formation of character should be very carefully infused during childhood. Froebel's system of teaching has all the facilities for the successful achievement of this precious and noble purpose. Unity, unselfishness, fellowship, emulation, love, nobility, self-help, lessons of care, neatness, accuracy, order, love of work, kindness, truthfulness, obedience and what not, are inculcated by the harmonious blending of the occupations and the co-working of children.

When I give this dictionary of abstract nouns, gentlemen, I am sure you are apt to imagine that I am going too far in exaggerating the advantages and you are apt to associate this statement of mine with the language of the advertisement describing the efficacy of some of the patent medicines. I need hardly tell you, though the language is much the same as that, there is no exaggeration in these advantages. Every educationist from Froebel downwards has testified to this and the method, though introduced by Froebel as early as 1840, is better appreciated now in all the countries far and wide, after a long interim of seventy years. The spirit of Froebel has been found out to be the only one which marks out a royal road to reach the goal.

DESCRIPTION OF A KINDERGARTEN.

Bate's Kindergarten Guide gives a vivid description of a European kindergarten. It consists of a hall in the middle and a set of rooms on each side of the hall. One end of the hall is set apart for the school museum and the other end is occupied by a big gallery. The museum cupboard contains all sorts of curiosities presented by the pupils and visitors. On one side of the museum hall is the model room—a well-lighted and well-ventilated room whose painted walls are adorned with bright pictures of animals and plants. In one corner of the room is arranged a nice artificial garden; in another corner a landscape of hills and dales; in a third corner shelves containing toys of all kinds, speci-

mens showing the different stages in the manufacture of cotton, wool, etc., and the clay-models, drawings and paintings of the children, present and past. In the fourth corner are kept some fish or frogs in aquariums or water tanks. Above on the floating galleries, birds like canaries and animals like white rats are kept in cages for the children to pet and feed. In the middle of the room again, a desert with an oasis in the middle is represented by a bed of sand and toy-merchants and camels are also placed on the desert to show how caravans travel through a desert. Models of stables, barns, cow-pens are also arranged methodically. The remaining parts of the room are decorated with flower-pots containing various flowers and plants.

THE CLASS ROOMS.

Each room contains about forty small chairs and duel desks (similar to our newly-patented kindergarten desks), all of which are secured fast to the floor. The teacher's desk is placed in the middle. The class room is also made neat and pretty by pictures on the walls, and flower-pots on the window sills. The children look happy and cheerful when their surroundings are charming and attractive and they never grow naughty when they are cheerful.

When the school work is about to commence, all the students assemble in the gallery of the central hall and sing and pray with the teacher and perform certain drill movements for a short time. Then they are marched into their respective class rooms by the teachers in charge. They salute the teacher with a bright "good morning" which the teacher returns by introducing a fine topic for a lively conversation. The conversation is gradually directed towards the subject then to deal with; and the teacher enters into it with earnestness and energy. This in brief is a European kindergarten.

KINDERGARTEN WORK.

For the edification of children Froebel devised his seven gifts and occupations; but the system has since been developed into twenty gifts and numerous occupations. Each gift is selected with a very distinct aim. There is also a harmonious correlation between the gifts, the succeeding ones growing out of the preceding ones. Correlation is also aimed at between the occupations and games. Object lesson or nature study is taken as the central

theme and all the other lessons are made to correlate with it. For example, if the nature lesson is on a farm yard, the object lesson is given on animals or objects found in the farm yard, the duck or hen is taken for drawing, a trough or a basket is made in paper-folding, a tool is modeled in clay, a duck pond is dug in sand play, a haystack or barn is laid with sticks and a dog, kennel and a farm gate are built with gift *four*.

See how much the students will be impressed and what happy associations there will be when the teacher recapitulates all these facts and shows the harmonious blending of one part with the other.

Alas! what a difference we note in our lessons! The lessons we give are varied and totally unconnected with each other and what is the result? The children get tired and indifferent, the teacher gets exhausted and angry and his work ends in a waste of time and energy.

Gentlemen, I have now given you an inking of the Froebelian method. I think a detailed description of the various gifts and occupations which Froebel designed and their aims would be out of place and tedious too, because any catalogue on kindergarten materials, not to speak of the books on the subject, gives the same in bold and black types.

I shall next pass on to consider how far Froebelian methods are suitable to Indian students and more especially to our students (Cochinites). Miss Gillingham, a kindergarten of Madras fame, has rightly remarked that there are many mistaken ideas about kindergarten. She says that many are under the impression that kindergarten consists solely of twenty gifts and occupations of Froebel, that the occupations are an end in themselves, that it is a very costly system to follow, as many of the articles have to be got down from Europe and so on. I quite agree with Miss Gillingham; for the very fact that many of the schools in the state have not as yet introduced the system, though the departmental circular was issued even as early as in April, shows clearly that those schools have not rightly understood the spirit of the system and are laboring under a delusion. That we can begin the work in right earnest with the materials within our reach will be more than testified to by the exhibits of our boys.

Let us now discuss how far the merits of the system are adaptable to our children.

First of all, we must understand that the system is a natural one; secondly, while giving full credit to Froebel for his genius we must bear in mind that we are not to follow him to the very letter, but only the spirit. Froebel, you are told, studied child life and designed his gifts and occupations to suit the children he had to deal with, i. e., the German children. His materials from the point of view of a German and especially in a great manufacturing country like Germany are very cheap. On the other hand, they are very costly to us because we have to pay freight, duty, exchange, commission, brokerage, landing charges, etc., for all imported articles. But why do we think at all of importing this trash from Europe when our mother-country supplies all these for a pittance? What we should do, therefore, is to study our children closely and keeping Froebelian aim in view, design materials and occupations to satisfy the natural desires and wants of our children. Elaborate and expensive occupations are unnecessary. The teachers concerned must use their own discretion in choosing what lessons and occupations would assist the children in satisfying their natural instinct. "Elaborate designs in drawing, complicated work in paper witnessing a very interesting model lesson given by our headmaster. So, I think it is presumptuous to speak more on the subject.

(5) *Drawing*. Drawing plays an important part in the development of the child's faculties. Great stress is to be laid on the teaching of this subject, for it is an art useful for every kind of trade and profession. A builder requires a plan before he begins to work at his building; a tailor, a pattern of his work; a mechanic, a sketch of his apparatus; and a teacher, a diagram of an animal, a plant, etc. Are we not ashamed to seek the services of a drawing master or a draftsman to draw a plan for us? How often do we fight hard to make our artisans understand the pattern of the furniture we want them to make for us and how often do we waste our lungs and energy in explaining to our students the mechanism of a machine or the form of an object or animal that we come across in the course of our lessons? We never realize the effect of drawing when we forget that a single stroke saves a half hour's explanation. A teacher who talks much and draws little can never be half so successful as the one who talks little and draws much, and it is a rule in kindergarten that we should all bear in

mind that the teacher should not talk much, but teach his pupils by gestures, drawings, etc. Drawing again satisfies the natural cravings of a child and gives him a means of giving expression to his thoughts when he finds that his vocabulary is very limited. The desire to draw is innate in children. Who has not observed a child drawing something or other when he is left to himself. Drawing is the *soul of kindergarten* and as such, children should be trained in all kinds of drawing, i. e., 1. Object drawing; 2. Story drawing; 3. Observation drawing; 4. Memory drawing; 5. Mental drawing; 6. Oral pictures; 7. Model drawing; 8. Free arm drawing; 9. Freehand drawing, and 10. Geometrical drawing.

Accuracy should not be aimed at in the first seven kinds, and the children should always be encouraged, however imperfect and atrocious looking the drawing might be. What is expected from a child depends more or less upon his age. The very first lessons in drawing should be on form and proportion. I wish you would refer to Miss Gillingham's book for detailed explanation and information on the various kinds of drawing aforesaid.

(6) *Clay-modeling and Sand-modeling.* Clay modeling is one of the most fascinating of all the Froebelian occupations, and it is as essential a subject in a kindergarten as drawing. Children have a peculiar inborn desire to dabble in mud and they are happiest when they play with mud or in sand. I am sure most of you have noticed children making cakes with mud, digging pigeon holes in sand, building houses or modeling small utensils, etc., with clay. It is after observing these activities of children that Froebel introduced clay-modeling in kindergarten. The educational value of this consists in providing a natural means to satisfy the desire of the child to imitate, create, or transform and to develop their gifts in its very awakening. It must always be correlated with drawing. What is shown in plan in drawing is shown in relief in clay-modeling. Again only two dimensions are shown in drawing while the three dimensions, length, breadth and thickness are recognized in clay-modeling.

Here also there are various stages: plan and elevation, incision or cut relief, low relief, round relief or high relief, can all be practiced by the students of the kindergarten classes. As clay-modeling and drawing are interdependent I should like to propose that clay-modeling be introduced in the higher forms

as well, at least up to the third form. One period a week even after school hours will be quite sufficient.

Clay-modeling costs nothing in our parts; for, fine clay is obtained from our fields; I have not found out any book that deals with the subject, that can be safely recommended for your guidance and therefore I have endeavored to design a number of objects of our daily life that can be modeled with ease. You will see the sketches of the same in the exhibition hall. The various objects, you will carefully note, are developed out of the simple geometrical forms, such as the sphere, cube, cylinder, prism, cone, and pyramid.

SAND-MODELING.

Sand-modeling is a very interesting and easy medium for the teaching of geography, alphabets, drawing, etc. Think of the wise plan of our forefathers using sand for teaching alphabet! When the hand and the fingers had become steady they began to write on paper or on cadjan leaves and the result was that every one wrote a good hand. Now *however, children do not touch sand*, teachers and guardians think that writing on sand is a crude and uncivilized method and so they are made to use pen and paper even from the very beginning, i. e., they are taught in an unnatural way and what is the result? 90% of the school-going population write a very bad hand.

The geographical definitions, the relief of a country, letters, plans and designs may be drawn on wet sand or may be cut out in bold relief. Some specimens are exhibited to give you an idea of that occupation.

(7) *Story-telling and dramatization.* It is said that stories are the "spice of childhood." I am sure it has come within the experience of all that children always beg for a story and listen to it with eager delight. Children always love their grandmothers and grandfathers more, because they relate stories to please them. They forget their little troubles and pains when they hear a story. So story-telling should have a high place in kindergarten. The advantages are many. First it increases their vocabulary. Secondly their sympathy is cultivated. Thirdly it strengthens the power of imagination, and lastly it teaches them many moral truths and very often helps to correct their conduct and behavior. The story to be narrated should be very simple in nature and one that can be easily appreciated by children. The narra-

tion should be done in baby language giving it a dramatic and realistic touch by modulating the voice where necessary and by a free use of gestures to suit the words.

Story-telling should always be followed by dramatization and story drawing. Children are born actors and imitators. How often have we all seen children playing "father and mother" and other scenes of home life! Their keen sense of *make-believe* is gratified by dramatization of stories and kindergarten games.

Story drawing should follow dramatization. By story drawing it is not expected that the students should draw a likeness of all the characters in the story. A graphic representation is what is required. A line would sometimes represent a man. The standing posture will then be shown by a vertical line and the lying down posture by a horizontal line. Dramatization and story drawing will clearly show whether the story is grasped by the children rather than a tiresome repetition of it by the students. The other day when I asked the IVth Form students to demonstrate the Principle of Archimedes, I found them weak in expression. To satisfy myself whether they have understood the experiment, I asked them to draw sketches to show the various stages in the experiment, the sketches themselves to supply all explanation, and there also I found them committing many a careless mistake, which gave me an opportunity to point out their errors, the effect of cramming and inattention in the classroom. From that day forward I have been observing that this kind of descriptive drawing is more effective than any kind of explanation. If in this way only the students are practised from the very beginning, they will be able to read the whole story from pictures and take notes of their lessons in a few sketches.

8. *Kindergarten Games*:—Every child loves to play by nature and this natural desire of the child can be satisfied only by some form of play. In introducing play in the School Programme we must see that the games are well organized and made a medium of some instruction. Singing is a very important factor in the games of this kind. Impersonation of nature accompanied by music is also included under this head.

9. *Physical Exercise or Drill*:—This should also have a prominent place in the school time-table. It will be more interesting if the

drill is accompanied by music. There is ample scope for musical drill, action songs, etc., in girls' schools; but in boys' schools also it may be done to a small extent if only the teachers will cast off their shyness. It is the complexities and high tones of our music that discourage our boys and teachers a good deal. Our aim here is not to sing like professional Bhagavatars, but to create mirth and harmony in our children.

10. *Other occupations*:—Miss Gillingham considers the other occupations of Froebel as folding or paper plaiting, finished models of clay, etc., have no educational value. The idea that these varied occupations are only a means to an end and are no end in themselves must be prominent in the mind of every teacher when he gives a lesson. It is unnatural and cruel to expect too much from children, but they must always be brought in contact with nature and made to observe and see for themselves."

THE ESSENTIALS OF KINDERGARTEN.

(1) *A Museum*. I trust every one of you might have felt a small museum attached to a school to be a great desideratum for realistic and effective teaching. If your school can spare a single room, a small museum of the kind referred to may be opened with the limited means at your disposal. With the help of teachers, pupils and visitors, it may be developed slowly and steadily into an attractive and instructive one in the course of a couple of years. It is to give you a concrete idea of what the museum should be, and how the things should be arranged, that our headmaster has been kind enough to hold this educational exhibition. You can realize for yourselves now at least the educational value of a museum attached to a school.

(2) *A Garden*. It is also desirable to have a garden attached to every school. A variety of plants and flowers useful for the purpose of nature study can be grown in it. If there be space enough, to every child may be allotted a small plot of ground to cultivate. Where this is impossible a number of boys may be given a small area to work in. If this too is not practicable some flower-pots may be provided to the children in which to sow and cultivate. In some schools, for example, our own school, even this is not found to be practicable at this stage. To such schools also I may prescribe my own recipe by which children may be brought into direct contact with nature. My proposal is

that the children may be asked to select a small plot of ground in their own house-compound and sow some seed or other and watch and nurse the tender plants as they grow up. Every child that does so may be made to keep a diary of his own in which he shall enter the changes he observes daily in the growth of the plant, the sort of nourishment he gives to the plants and the time spent on this occupation. During the teacher's home visit to the students he shall examine the pupil's gardens and give him some practical hints and suggestions in addition. By this method they are drawn closely to the beauties of nature. They begin to observe for themselves, to love work, feel happy when they enjoy the fruits of their own labor, and above all they train themselves up to write narrative and descriptive compositions. I should like to suggest that a flower-show may also be held in the class room occasionally, at least, once a term. I am sure that such a thing, if put into practice, will give to the pupils an opportunity to examine the result of each other's work, whereby a spirit of emulation will also be created in their minds.

(3) *Rearing of pet animals.* Some pet animals such as the white rat, the white rabbit, the dog, the cat, the hen, the parrot, the dove, etc., can be reared at a very cheap cost. Children always love to pet these animals and by doing so they grow kind towards them. The feeding of these animals is regarded by Froebel as an important part of the daily work of children. In this connection, I should like to suggest that the children be asked to pet and feed the animals that they rear at home and keep a diary of the work, if the school cannot afford to keep these animals or cannot find accommodation to do so.

(4) *Object Lesson and Nature Study.* Every subject in kindergarten is more or less an object lesson. So, there is no necessity to treat of these as separate subjects. Still the object lesson so called, being included in the timetable of every school lesson and being correlated with nature study, these are also taken as essentials. The aim of an object lesson is to impart to the pupils a knowledge of the common objects of our daily life. The children should be taught to define the objects around them and say a few words describing them. The form, size, description, etc., of the objects should be impressed by observation, measurement, clay-moulding, paper-folding, etc.

Nature study involves natural history and botany. The animals reared, petted and fed by pupils at home or at school and those introduced in object lessons and stories create in them a love and interest in acquiring further knowledge of these. The scheme already proposed by me in connection with the gardening and petting of animals, will, I hope, go a great way towards reaching the goal. The detailed plan of work in nature study and object lessons is already issued by the department, and you have also had the pleasure of non-essentials in a Kindergarten; but I do not quite agree with her in thinking that these have no educational value. I am of opinion that some of these can be turned to useful purposes if we keep in mind the spirit of the Froebelian system. I shall take one of these, e.g., paper-folding and show how that can be turned to good account. Paper-folding is an interesting and easy medium for the teaching of Geometrical forms, proportion and fraction. Those of you who have gone through that little volume on Mental Arithmetic, I published a short while ago, will have noted how paper-folding assists the teaching of half, one-fourth, one-sixth and other fractional numbers.

Fraying:—This is an occupation which, while satisfying the destructive tendency of a child, develops the creative and the constructive faculties and gives him a lot of amusement. You will see from the specimen exhibited to what useful purpose that tendency of the child may be directed. The other occupations that find a place in Kindergarten are seed-laying, stick-laying, perforating, weaving, etc.

11. *Correlation of Lessons:*—As I have already dwelt upon this at length in connection with Kindergarten, I shall not tire your patience by repetition.

12. The last and the greatest essential is a teacher "who need not be young in age but in manners." The teacher who wishes to be a successful Kindergarten must have a child's heart, a woman's heart, a mother's heart, all in one. He must be an entertaining companion and one who can lower himself to the level of children in word and deed. He should never put on a morose and stern face but must always be ready to smile, laugh or cry at the slightest provocation. He must freely mingle with the children in their games and chats and always be on the look-out for an opportunity to give some kind of inter-

esting and valuable instruction. The teacher should not feel shy even to sing, though his voice is hoarse, or to jump, run and dance, or to show all sorts of gestures and faces, even though his friends are watching him. If he does so, he will set a very bad example to his pupils who will never grow bold and self-reliant. Let him only remember what Froebel's wife has said

"A superficial mind does not grasp it
A coarse mind makes fun of it,
A thoughtful mind alone tries to get at it."

He must never have recourse to rod, but must bring the naughty children to book by friendly advice and appeal to their good feeling. "Slow to find faults and quick to give praise," must be the rule to act by. The teacher must inculcate a feeling of respect and love, rather than awe, in their minds. He who can do this can be a child with the children, can create a healthy relation between the teacher and the taught, will realize that from the influence of the children he can gain more than what he gives to them. Need I say that it is their neat dress and appearance that inculcate with a good grace the same virtue in their pupils? To quote from Children's Rights "The ideal teacher of the little children needs strength and delicacy. She needs a clear judgment, and ready sympathy, strength of will, keen insight and oversight, the buoyancy of hope, the serenity of faith and the tenderness of patience. The hope of the world lies in children."

Gentlemen, I have pointed out to you in detail the various facilities for the successful teaching of Kindergarten. But I fear I shall leave room for criticism if I do not at least mention the obstacles that stand in our way of doing so.

Want of sufficient accommodation, lack of suitable furniture and apparatus, the proportion of the teachers to the pupils, the abnormal strength of our classes and the consequent lack of individual attention, the scarcity of home influence, the starving habits of our children, and lastly lack of appreciation by the department, of which we need have no more fear, are some of the many hindrances that retard the progress of our children and the activity of the teachers.

Gentlemen, I have over-taxed your patience by my lengthy paper; so, let me conclude this with an earnest prayer that God Almighty be pleased to bless our children with everything that is useful to make them really happy and noble.

MUSIC IN THE KINDERGARTEN.

Katherine Orr Williams.

In beginning music in the Kindergarten, we need not depart from the traditional idea of teaching thro' play.

The greatest obstacle to be overcome is in the Kindergartner herself. As the vastness of the work looms before her and the numberless places of "you may" or "you may not," present themselves, she feels that the idea of real Kindergarten or Kindergarten spirit is being displaced by a cut and dried music lesson—and she revolts. So the first thing to do is to make over the work to suit (a) the spirit, then (b) the harmony with the subject matter, and (c) the correlation of the music work with the regular work of the Kindergarten. Then the Kindergartner will be in a safe and happy way.

To elaborate upon the above, a, b, and c these instances may be cited: (a) The spirit: It is much easier to test a child's voice in play in this way: "Now children, I am going away in a train, today, who can toot a whistle like this, too, too, too?" Going around the class individuality. In this way the Kindergartner has the spirit of play and the children have no idea that she is leading them on to an end and the work will progress more rapidly than as if the Kindergartner said, "You sing this tone," or "you sing that."

(b) Getting in harmony with the subject matter presents a two-fold aspect—first: the supervisor; second: the songs and test work which are outlined by the supervisor. It will be absolutely impossible to work and work well unless the Kindergartner and music supervisor have a perfect understanding of conditions. It is well for the Kindergartner to study the personality and temperament of her supervisor, to know her musically and temperamentally as well as circumstances will allow. When this has been done, or while it is being done, it is time for the supervisor to be aware of what the teacher is doing, and to help the work along by some show of commendation or appreciation.

Then they will be established on a harmonic basis—ready for good work. Perhaps, to elaborate upon the subject of harmony between the teacher and the supervisor, one might add that if the idea of admiration or love for the supervisor grows, the work will advance an hundred fold. For song in the Kindergarten will follow the spirit of love as well as it does from the master's mind to his instrument.

(c) In beginning the work in September we

take the music lesson as a work by itself, not trying to correlate it with the other work. This has to be done because of the ignorance of conditions. We do not begin the first days, and, sometimes, if the class is very young, timid or homesick, not until several days have passed. Then we start in this way: "We're going to play 'train' today. Who would like to go? Of course we want engineers; who can 'toot' whistles like mine." Then we sing too-too-too. If the child can return the true tone, we place him at the beginning of the circle as a permanent place. Then we go around the circle until all the true children are placed together.

Next to these true children are placed the "nearly true:"—those we feel will work up in time. Next to these "nearly true" children are placed those who seem to be the impossible ones—the monotones—the nasal twangers and children having adenoids.

The next step is to meet the parents of the children having adenoids and persuade them to have operations performed upon the children, having their noses and throats cleared.

Now we are ready for work with three classes of children:—

- (a) Those ready for work.
- (b) Those nearly ready for work.
- (c) Monotones and seemingly impossible children.

With the first class of children we now begin with, "do, ti, do," using the syllables, "loo, loo, loo,"—the work of tone matching. Then "do, ti, la, do," always working down the scale and coming back to high "do." In a week's time this class will be able to sing down the scale, using the syllable "loo." Then we work individually singing down all the time. Now this division of the class is ready for simple, descending scale songs. We can now call these children the singing children.

At the same time we have been working with the second division which by this time has become able to match C or D. This all takes much time and patience, as all the work up to this time is done individually. Gradually, and with many surprises we are able to work these children into the first or singing class; and, as they have listened to the work of the first, they very quickly join in with the scale songs.

Jointly with all this we have been working with the monotones and work and—work we may until, perhaps March, when they will be able to "toot" down the scale.

By this time we are reviewing songs,—and as they, too, have been listeners so long, they readily join in with the others. Of course all this is carried on with the children who enter in September. Children who enter later or do not come up to the standard mentally will still keep their third places in the third place or class.

While the work is progressing with the singing children we begin a little oral dictation work, that is:—if the class is mature enough for it. For two years we have been able to follow the whole year's work in oral dictation as laid out in the Ripley-Tappan Rote Song Book (Book I). This is not compulsory in the Kindergarten, but we have found it such an excellent help in tone and ear training that it may be used under certain conditions and circumstances. The children like this work and begin to feel that they are having real, grownup, music lessons.

Now as to the list of songs given by the supervisor. As the Kindergarten scans them, she is apt to think that they are impossible—that she can in no way use them in the year's program. To make a concrete example of this I will quote a list of these seemingly impossible songs to show one way they were used without the loss of Kindergarten spirit and to the surprise and pleasure of the workers. In giving the list it will appear at once that the order given by the supervisor will not bear any relationship to the cycle of work laid out by the kindergarten program.

Sept.—Scale Songs—Ripley-Tappan Book I.

Including such songs as:—

"Pitter, patter on the window
Dash the little drops of rain"
or

"Now the autumn leaves are falling,
Birds their goodbys now are calling."

Oct.—The Squirrel—Poullson—Finger Plays.

Jacky Frost.

Nov.—Three Little Kittens,
Baa, Baa, Black Sheep.

Dec.—Christmas Bell Song,
Once a Little Baby Lay.

Jan. —Sleepy Head,
Airy Fairy Snow Flakes.

Feb.—Soldier Boy,
Playmates.

Mch —Pussy Willow,
Wind Song.
Dandelions.

April—Spring is Coming,

May—Arbor Day Songs,
Peter Rabbit.

June—Review.

All the songs from October to June can be used in connection with the general or specific thoughts,—perhaps not in the direct order as given by the supervisor but that can easily be arranged between the supervisor and teacher.

To go back to the work in September, taking up the songs which we call the scale songs, we present them in this way. After the children are able to sing down the scale, using the syllable "loo," we say, "Now I know another song which sings down and up, would you like to hear it?"

Of course they all do and I sing—

"Do, ti, la, sol, fa, mi, re, do,

Oh, that's the way the scale names go,"

Or sometimes when the children have sung well I sing—

"Hear the little children singing such a joyful song?"

"Hear their merry voices ringing as they pass along."

When we are studying or enjoying the birds, we can use—

"Hear how the little birds merrily sing
Wishing good morning to each living thing."

There are many songs which may be used in this way and there are many which may be made over. For example a simple little song about "the cow" was wanted the week we were learning about butter making. We changed the Play Mate Song to,—

"I've a friendly cow at home," etc.

Now a word to the Kindergartner who still thinks she can not follow a music program—then why not make it a regular part of the program? Give it a place in the Kindergarten program as we would give any work which would develop the child along such helpful lines. We must still keep up the Kindergarten's reputation for breadth of views and versatility of subject matter.

The results in all this work are not alone of music value. Habits of good attention, concentration and unity follow in quick succession. Then there is the trend toward simplicity in thought and tune which will be far

better for the children than the more difficult songs formerly used in the Kindergarten and for which we have often been criticized.

Once tried, the Kindergartners will soon overcome prejudice; for the beauty of the work is so evident and the values in clearness of tone, simplicity and growth, so sure, that it is sure to take its regular place in the Kindergarten curriculum.

PEACE AND THE PROFESSOR

(Concluded from last issue)

3

Yes, and further still; there was even a more intimate relation between war and human record than the mere permeation of it with the matter of war, or the impregnation of it with the spirit of war. War not only furnished the theme for the record, but was the inspiration that helped make the record possible. In other words, art was what gave permanence to record; and war seemed to be intimately connected with the inspiration of art. History seemed to say that the great periods of literature and the other arts were commonly the periods following on the struggle of nations; the Golden Age of Greek art after the achievements of Marathon, Salamis, and Thermopylæ, and the final assurance of Hellenic triumph over barbarism, the Augustan Age, following the establishment of peaceful empire after centuries of bloody campaign; the outburst of English literature after the scattering of the Invincible Armada; the flowering of Spanish art after the fall of the Moor, of the art of the Netherlands after the rise of the Dutch Republic, of Teutonic art after Sedan and the nationalization of Germany.

Could it be accident that in every case it was in the period succeeding the stress of martial conflict that the finer life of civilization was quickened? Out of the blood of war, seemingly, sprang the flower of idealism. Success in the test of war begot confidence, well-being, enthusiasm, exaltation; in the longer or shorter period that intervened between achievement in war and the degeneration of assurance and thankfulness into carelessness and insolence, the hearts of the victorious people expanded in gratitude and generosity; the memory of dangers escaped and hardships endured and deeds bravely performed bred high qualities; and those who were possessed of vision and the poet's dream felt the inspiration of the time and gave beautiful and lasting expression to the deep experiences of themselves and their people—and great art came into being. It was only a natural thing—the repetition of the cave-man's experience, according to a contemporary artist: "That cave-dweller who sketched with a flint on a piece of bone, in such a masterly manner, those reindeer and that hairy arctic elephant, did it when safely entrenched in his

cave after a successful hunt, in a leisure moment and on a full stomach.

4

But the professor's thought halted. Granted that war did stimulate art. What of it? Were a few jingling verses and a water color or two worth the bloody price?

It did not take long for the Professor to find answer to his own question. No! If art meant only *jeux d'esprit* and drawing-room decoration, a thousand times, no! But then, he was not thinking of art in those small terms; he was giving it the largest possible meaning. Art was only a sign—the sign of a people's spiritual condition. Art was the translation of deep experience into visible terms—into Cologne Cathedrals and Parthenon sculptures, Renaissance paintings, stirring epic and drama, impressive liturgy and imposing ceremonial, powerful oration, inspiring sermon, and swelling anthem. It meant eloquent appeal, idealism, emotion. It meant progress; for progress was only the result of idealism crystallized into action by emotional appeal.

Nor was this all. The visible product, art, a sort of record sprung from the best and deepest in life, helped inspire in turn in the hearts of men the same high emotion which had called it forth. In a word, art embodied life and conserved life, and made life more abundant.

Surely, if war contributed thus to fuller and finer life, it should not be too hastily condemned. It looked for the moment as if Mars was to carry the day on the battlefield of the Professor's mind.

But the Professor's thoughts suffered another obstruction. He had been thinking of the ideal aspect of war; waving of banners and strains of music and shouts of victory and the flush of enthusiasm had filled the foreground of his thought, and crowded into obscurity the bloodstained tatters, the groans of men in agony, the cries of the bereaved, and the pallor of death. He had forgotten for the moment the blood and bestiality of the field, the languishing in hospital and prison, the hardening of hearts, and the emptying of homes. And he had forgotten that there were two sides to conflict and that one had to lose. What the victor gained, the vanquished lost. It was not mere struggle that begot the uplift of spirit that followed upon war; it had also to be successful war. It was all well enough for the cave-man; but how about the elephant? There was glory, but also shame and suffering. Did it balance?

For this question, too, the Professor found answer—almost against his will. The march of civilization was the march of victors, not of vanquished. Progress was measured by what survived, not by what was lost—by men, not by elephants and reindeer; by Greeks, not by barbarians; by American citizens, not by Indians.

Perhaps there was injustice in the process—many thought there was; and again, perhaps, there was much less injustice than the world usu-

ally thought. Not all victors were unjust. There were persons who even held that "no victory was possible save as the resultant of a totality of virtues, and no defeat for which some vice or weakness was not responsible"; though that was at best a hard saying. And again, even if the victors were unjust, perhaps the injustice was only one phase—and a minor one—in a great movement which resulted in the larger justice. Perhaps it did balance, after all. Perhaps the bounding ahead of the victor resulted in so much of impetus to the race as a whole that it more than compensated for the temporary setback of the weaker of the combatants.

The Professor thus found himself, a man of peace, reenforcing against his will the argument of the men of war. They held that war was a necessary part of civilization: without it men would grow weak and flabby in body and spirit, and nations lose cohesiveness and identity; his own argument impelled him toward the conclusion that without war men would lack the full impulse of the finer sensibilities which were more necessary to progress than strength itself.

5

The Professor resisted the leadings of his thought. Like most people, he wasn't going to believe what he didn't enjoy believing—at least, if he could help it. Perhaps this interpretation of history was wrong in spite of the fact that so many thought it right. Perhaps, even if it were right, there was too much value set upon the qualities bred by war. Perhaps civilization could dispense with them, and perhaps even the cohesion of nationalities was not necessary; though this was hard to believe.

At any rate, whatever view you entertained as to the desirability of war, the fact of its presence through all history was not to be disputed. This might not prove it desirable; did it prove it necessary? The Professor was minded to look into the causes of war. Was there anything in the constitution of human nature that made war inevitable? Did men have to fight? If war was inherent, he would be relieved of the burden of determining its precise effect. With some eagerness, and yet with some misgiving, he reached for pencil and paper. He agreed with his psychological faculty friend, who "had yet to learn of any wisdom or folly, virtue or foible, habit, usage, prejudice, or predilection, that was not ascribed by somebody to human nature"; and he was afraid that war, too, would fly to the same refuge.

But he faced the issue with professorial boldness; he was one of the "fearless searchers after truth" that you read about. Just why a professor should be credited with courage because of a willingness to come to conclusions that nobody pays any particular attention to anyway, is not clear, but never mind that.

First among causes of war, of course he set down selfishness. Nations coveted the possession

of other nations—their territory, the oxen and the asses and the houses of their neighbors, if not their wives. You might dignify this by calling it the economic cause, but it was at best a swinish cause, and the least worthy of all. It not only provoked the calamity of actual war, but brought on the wastefulness and hardships of peace. The possession of great power—more battleships, greater armament, heavier battalions—was as potent for the acquisition of prizes as the exercise of power in actual war. Modern peace was only a near relation of war, of different sex, so to speak, but of the same blood. The burdens it imposed were more exasperating, and nearly as heavy—heavier, in the long run. It spoke fair words, but insincerity hung upon them. Like the sordid philosopher who counselled the holding of friendly affection in leash—‘so love as if you were one day to hate’—many professed friends of conciliation conducted themselves in peace as if they were some day going to war.

Secondly, there was the natural restlessness of the human spirit. The quietest of persons were not without their moments of desperation, when anything was welcome which broke the monotony of everyday plodding, or contributed the thrill of excitement and renewed interest—the same desperation which drove sober people into the social whirl, filled the amusement parks with thirsters after thrills, urged the jaded wealthy on to the pleasures of dangerous sport, set the student body to plan nineteen-game intercollegiate schedules, and impelled professors to give new courses. What was it that drove men to racing with motorcars, to risking their lives in airships and balloons, climbing inaccessible mountains, exploring polar latitudes, shooting high falls and running roaring rapids, pursuing savage beasts in pestilential jungles, and leaving comfortable homes to subdue wildernesses? The same quality that lay at the root of these phenomena lay also at the root of war. Men and nations alike might welcome the excitement of struggle by reason of sheer ennui.

But this outcry of the spirit was not alone. There was also the outcry of the flesh, intimately allied with it. For men of health and vigor, there was keen delight in physical danger and combat. The craving for physical activity was one of the most pronounced qualities of human nature. The student went into heavy athletics, the schoolboy careered incessantly about the playground, plug-uglies broke each other's noses, and hobby-riders rode themselves into a frenzy—all for the sake of doing something, and doing it more skilfully, or harder, or faster, or more often, or on a closer margin, than anyone else. What ecstasy like that of the soldier charging through the rain of death?

Methinks I hear the drum's tumultuous sound
The victor's shouts and dying groans confound;
The dreadful burst of cannon rend the skies,
And all the thunder of the battle rise.

The poet might say Marlborough's soul was unmoved in the shock of charging hosts as he taught the doubtful battle where to rage, but the Professor knew better. His own unwarlike soul was far from being unmoved at the very sound of the lines.

And again, there was the poetic aspect of warfare. There was the appeal of the spectacle of war. What spirit could resist the stirring challenge of multitudes of uniformed and marching men, of drums and music, of waving banners and nodding plumes, of heavy galloping squadrons, of beautiful beribboned ships and loudly booming guns? Who had not felt, even in time of peace, the surging of the warm blood of emotion at these sights and sounds? It was stirring even to read of them, as the Professor had just proved; of imperial ensigns.

Which, full high advanced,
Shone like a meteor, streaming to the wind,
With gems and golden lustre rich emblazed,
Seraphic arms and trophies; all the while
At which the universal host sent up
A shout that tore hell's concave, and beyond
Frightened the reign of Chaos and old Night.
All in a moment through the gloom were seen
Ten thousand banners rise into the air
With orient colors waving, with them rose
A forest huge of spears; and thronging helm
Appeared, and serried shields in thick array
Of depth immeasurable.

And this was nothing to the rousing of spirit when ranks on ranks of bronzed and dust-brown men marched by on the way to the theater of actual war.

And there was the appeal of the ideal. Somehow, it was difficult to get men to remember the ugly side of war. One roll of the drum, a single bugle-call, one sight of marching regiments or smoking men-of-war, and the work of a year of sermons and speeches and essays was undone—the bloody horrors of war, and all its injustice, sank out of sight, and only visions of the glorious ideal remained. The material aspect of the campaign disappeared; the spiritual held the field of imagination. It was as if all the features of war were as good as its best features. In nothing was the confirmed idealism of mankind more apparent.

Still another cause the Professor set down. You might conceive national, as well as individual, personality. Just as individuals were impelled from within to project their personalities out and beyond the narrow limits of the mere body, and sometimes encountered other personalities projected by other individuals from the same impulse, and were driven to enter into conflict or prove recalcitrant to the law of growth on which their being depended; so nations, in the expansion due to the natural growth of their powers, were obliged, by promptings they could not help, to brush aside the obstacles they met.

Growth was the law of nature, and nature was full of cruelties and violence, inevitable and innocent. When elms grew too near together, they entered into war for the possession of space and sunlight, and the weaker suffered. Individuals, and nations, came into conflict through mere obedience to a power not themselves. Now then it was no more they that did it, but nature that dwelt in them.

6

Such seemed the causes of war, and it was as the Professor had feared; they did seem to be inherent in the nature of things. So long as there were men, there would be the delight of struggle, and the emotionality that made men forget. So long as there were men and nations, there would also be personality, and pressure, and conflict. As for selfishness, perhaps the time would come—far, far distant, when the earth should be full of the knowledge of the Lord, as the waters cover the sea—when there should be no taking of advantage. Let selfishness pass as incidental, then. There was possible no such facile disposition of the other causes, however; human kind without emotionality, without swiftly coursing red blood, and without the outreaching of personality, was inconceivable.

Taking all things together, the lesson of history seemed to be reenforced by the lesson of human nature. The lower orders of nature had the same story to tell. The whole universe had been begotten in the warring of atoms clashing against each other with infinite activity. The whole race of living creatures, no sooner risen to the coasts of light, plunged likewise into deadly conflict. Man against beast, beast against beast, man against man; and when strife of individual men was minimized by laws framed in the interest of the weaker, race fought against race through the forests primeval of barbarism down into the confines of history; and the conflict had been going on ever since.

Would it go on forever? The Professor shrank from believing it. After all, what his train of thought had proved inevitable in human life was not necessarily the war of the militarist. There were other kinds of war. In other words, it was struggle that was necessary and desirable, and struggle might take other forms than war. The problem, then, was to do away with war, but to insure the seeming effect of war by the substitution of some other variety of struggle.

But was a substitute possible? What should it be? The struggle against nature, someone suggested—with disease and filth, with broad acres of soil that were ready, under the hands of agricultural battalions, to yield easy sustenance to now hungry nations. The struggle with detailed forms of evil in the civic body, said others. The struggle of commerce, suggested the modern, practical school—as if commerce could not be so sordid as to be worse than war. The strug-

gle of ordinary every-day life, said still others—the “discipline and encouragement of the sterner virtues in the daily round of domestic, business and personal life as well as in the thousand and one acts of helpfulness and generosity and sacrifice by which the sweetest, as well as the strongest, characters in this world are made.

None of these substitutes was perfectly convincing to the Professor. The last suggestion seemed the most reasonable, and he was sure it would work with professors and other people of easily cultivated virtue; but it seemed to take no account of the problem of national development. Nevertheless, he was ready to make trial of any of them—except commerce

7

Having thus become disposed to accept a substitute for war, the Professor addressed himself next to the problem of getting war out of the way. Arbitration, of course. But how make selfish, or angry, or enthusiastic people willing to accept arbitration? As a matter of fact, you couldn't make them willing; you could only force them. And how would that be possible?

How else than by national sentiment, or by the sentiment of the whole world? To rouse this sentiment was the problem. The Professor had two suggestions; or, rather, he had been attracted by two out of the many he had seen. In the first place, let nations ascertain the exact causes of the wars they were called on to fight and pay for. Let them avoid the silliness and shame of pouring out blood and money for the satisfaction of quarreling individuals or cliques. Let them look especially well to the commercial causes of war. Most wars were sprung of sordidness and selfishness, though they were made to parade in the white robes of righteousness. Dollars and cents and bales of goods were at the source of streams of suffering that overwhelmed whole nations.

The Professor was in accord with a Cassius of his own country, a great observer who looked quite through the deeds of men; “I am one of those who look for the simplest motives in explanation of action or of conduct. My impression is that somebody makes something by reason of the huge expenditures in preparation for war. Have you ever noticed that about the time that the appropriations for military purposes are under consideration in the Congress, in the House of Commons, in the Chambers of Deputies, or in the Reichstag, or just before such a time, hostilities are always on the point of breaking out in two or three parts of the world at once? . . . It might be worth while to . . . make some measurement of the sincerity and disinterestedness of the lively type of patriotism which accompanies these military and naval debates the world over. Is the propelling motive for them to be found in economics or in psychology? My strong impression is that while both of these admirable sciences are represented in the makeup of that propelling motive, economics is not always the less important of the two.

The Professor felt like adding to this suggestion. Let convenient arrangement be made for the parties most interested in war do their own fighting. How much more economical, both in time and money, for a pair of kings or a couple of squads of steel or cotton brokers to meet on the border and settle in any reasonable way they chose the quarrel they had stirred up, while the rest of the nation went on earning its living like sensible people! But this was only a professorial suggestion. The Professor knew it would never be followed—especially if it went out under a professor's name.

In the second place, let men not only know for whom and for what they are fighting, but let them know in all fulness what fighting meant. Let poetry be separated from economics in the one case, and from the miseries of

hell in the other case. Let men be told more of prisons and hospitals and horrible pain, and less of the glory of dying for their country—i. e., coteries of rich gentlemen in dress suits. It wasn't enough to say that war was hell; the metaphor had never been vivid enough, and now the easy theology of the day was robbing it of all the potency it ever had had. Let them see in all its hideousness the grim-visaged front of war—not smoothed by the retouching of the photographer, but with every ugly wrinkle showing in all its repulsiveness.

If these suggestions were followed, particularly the first, war was sure to be less frequent. To be rid of demonstrably selfish wars would mean all but universal and everlasting peace. To be rid of all war seemed too much to hope for. Perhaps it was not to be desired. The assumption of the peace enthusiast that war was the worst possible thing might be mistaken. Was war worse than dishonor? Was it worse than unbroken, monotonous sordidness? Was it worse than lethargy and stagnation? There were wars and wars. Might there not be righteous wars? Was it possible to arbitrate all differences? If anyone stole the professor's purse, he took from him trash for whose return the arbitrator might provide; but if anyone filched from him his good name, the case was not so easily adjustable.

This was the extent of the Professor's contribution to the peace movement—except that he lived decently and in order, cultivated ambitions which did not lead to the ways of war, and invited the rest of the world to do the same. After all he often thought, the character of nations depended upon the character of its individuals.

GRANT SHOWERMAN.

MADISON, WISCONSIN.

When I'm A Man

When I am grown to be a man
I'll be like papa, if I can.
I'll have a mustache, stiff and brown,
And when I'm thinking I will frown,
Three little wrinkles 'tween my eyes,
To make me look so old and wise,
I'll have some gold-framed glasses, too,
To make my eyes as good as new,
And when I go down town each day,
I'll read the paper all the way.
I won't have very bushy hair,
Like Mozarewski, such a scare!
But in the middle of my head
I'll have a round, bald spot instead.
When I am grown to be a man
I'll be a good one, if I can.
I will not smoke, nor drink, nor swear,
And I'll be honest, kind and fair,
And if I have some boys like me,
You'll see what a good pa I'll be!
I'll give my children lots of fun,
And buy them peanuts by the ton.
Mamma says, though, that if I plan
To be so good when I'm a man,
I must begin now, right away,
And be a good boy every day,
So, when a grown man I am quite,
It will be easier to do right.

(I'd like to know, though, just for fun,
How old pa was when he begun.)

—[Francis P. Carson, in *Motherhood Magazine*.]

Not in the clamor of the crowded street,
Not in the shouts and plaudits of the throng,
But in ourselves are triumph and defeat.

Longfellow.

"Flutter, flutter, through the air,
Little butterfly so fair,
Flutter, flutter, all the day,
Dancing gaily on your way."

Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.--

James A. Garfield.

The world we live in is a fairyland of exquisite beauty, our very existence is a miracle in itself; and yet few of us enjoy as we might, and none of yet appreciate fully, the beauties and wonders which surround us.

--John Lubbock

I would rather plant a single acorn that will make an oak of a century and a forest 30 thousand years, than sow a thousand morning glories that give joy for a day and are gone tomorrow. For the same reason I would rather plant one living truth in the heart of a child that will multiply through the ages, than scatter a thousand brilliant conceits before a great audience that will flash like sparks for an instant, and like sparks disappear forever.

—Edward Leigh Pell

Ignorance is a greater burden to a state than taxation.

—Selected

National Educational Association

The forty-ninth convention will be held in San Francisco, 8-14, 1911.

A special Booklet on California and The New San Francisco, which has been prepared by the local San Francisco Committee, is ready for distribution. Special attention is called to the completeness and value of the information given therein, which will answer many questions that will be asked regarding the desirability of a trip to California during the coming summer and a residence at the delightful resorts along the coast of that state during the two months teachers' vacation. Every item of estimate of cost and of arrangements for residence and tours have been carefully verified by the local committee, and is guaranteed to be correct; in fact, in most cases, the advantages set forth can be enjoyed at considerably less cost to parties of two or more who may choose to economize on non-essentials.

The round trip fare from the Twin Cities is \$63.50; from Cheyenne, Wyo., Denver and Pueblo, Colo., \$45.00 from Fort and San Antonio, Texas, and from all Missouri River points, \$50.00; from St. Louis, Memphis and New Orleans, \$57.00; from Chicago, \$62.50. Application for booklets or circulars of information may be sent to Secretary Felton Taylor, Secretary of the Local Executive Committee, Merchants' Exchange building San Francisco, or to Irvin Shepard, General Secretary of the association, Winona, Minn. A postal card application will bring you useful information.



THE NEW SAN FRANCISCO—Claus Spreckels, or the "Call" Building.

A PRACTICAL SYSTEM IN FOLDING, CUTTING, AND MODELING.

BY A LOUISE WOODFORD, OSHKOSH, WIS.

The purpose of this series of articles is to assist the teacher in helping the children to fold accurately, to handle the scissors, and to construct something that has a meaning to them and in which they will be interested.

You will find it much easier for the children to remember the construction of an object if it stands for something to them.

They will work at it more carefully and willingly.

The first fold—from back to front—which we always suggest to the children, looks like a book, is all very well and a pretty little device.

We read them a story from it or talk about the pictures we see in it, and they listen most attentively.

But this is worn out in a lesson or two, and we ask the little tots to tell us a story from their book—how many do it?

They are not acquainted with one other, nor with the kindergartener, and are afraid of their own little voices.

This is the time I should introduce the "Barn," Figure 1, in this system.

It stands for something and they are delighted with it.

Work up to each model in the same way and the system is sure to prove successful, for it has been used with greatest success even with three and four-year old little foreigners.

Directions

Fold on the dotted lines and cut on the straight lines.

Lines marked x x x indicate a fold or a cut to be made after the foundation folding is done.

The directions given here are for the kindergartner, not for the children.

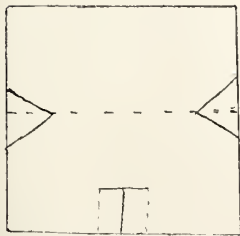
For the children—

Tell them in the simplest way possible, and show them at the same time, until they can follow dictation readily.

Do not be in a hurry, with this series, but take it step by step and insist on accuracy.

Begin this work the first or second week to secure the best results.

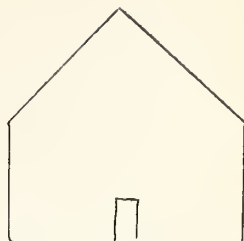
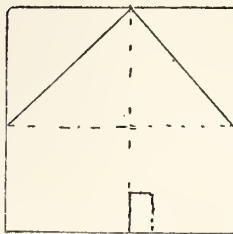
1



Barn

(1) While the paper is still folded, cut off the corners on the closed edge. Open, and cut double doors in one side.

2

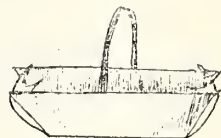
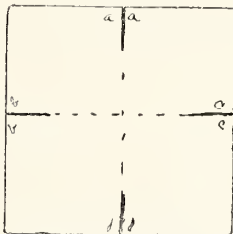


House

(2) Cut off the corner at the back, on the left hand side and also on the right.

In the middle of the base cut a door.

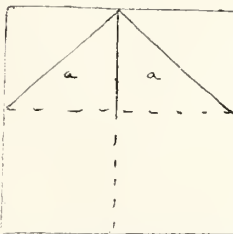
(2a)



*Nut Bowl
(With handle)
May Basket.*

(2a) Overlap the points with corresponding letters. For May basket add a handle.

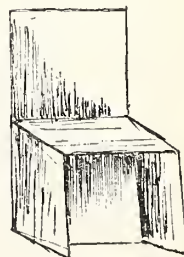
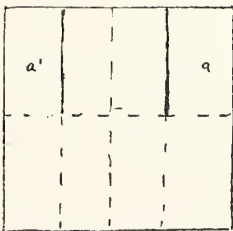
(2b)



Chicken Coop

(2b) Paste a to fit over a1. For slats insert tooth picks.

(3)



Chair

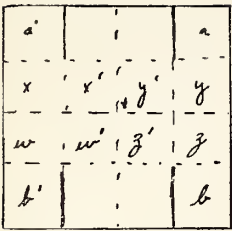
(3) Fold and paste to fit on a1. For the Piano, cut the back off slightly.

The older children may cut on the x x lines and add the music and pedals. Draw keys.



Piano

(4)

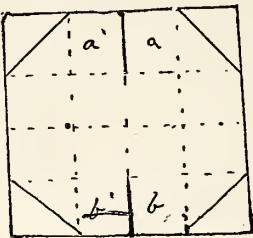


Table

(4) The four squares on the right hand side are folded under the second row of squares.

Paste y and z over y' and z'. Repeat this on the opposite side. Fold squares a, a', b and b' down for legs.

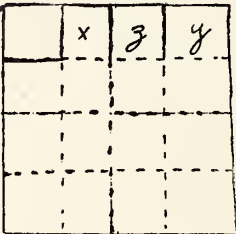
(4d)



Tent

(4d) Paste to fit on a' and b to fit on b'. Cut a flap in one end.

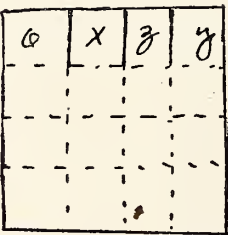
(4e)



Clothes Closet

(4e) Fold and paste x and y under z.

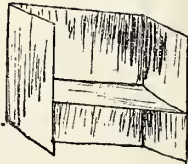
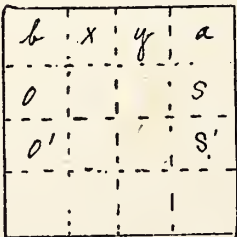
(4f)



Clock

(4f) Fold and paste x under y and z. Square o forms the face of the clock. Paste this securely and with small strip.

(4g)



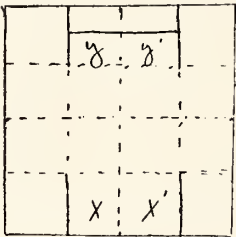
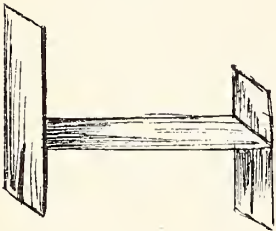
Bench

(4g) After cutting, fold the upper half of the square so that the back and front edges meet. Then fold squares a and b back again. Also fold x and y back. Paste a under y and b under x.

It may be well to paste o and o' and s and s' together to make the bench secure.

(To be continued)

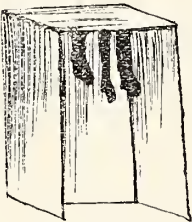
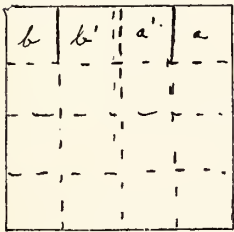
(4a)



Bed

(4a) Fold and paste as in 4. Fold squares x and x' up for the back of the bed. Fold y and y' up for the foot of the bed. Cut this off slightly.

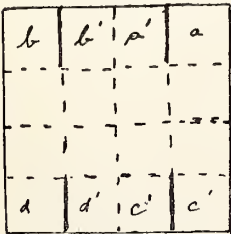
(4b)



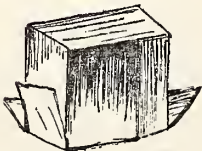
Fire Place

Fold and paste a under a' and b'.

(4c)



Box



Bonnet

(4c) Fold and paste as in (b). Fold and paste c under c' and d under d'.

For the bonnet—fold and paste as in (4b). Turn d and c up and d' and c' back for the cape of the bonnet.

THE ELEMENTARY SCHOOL CURRICULUM.

(Concluded from page 252)

Robinson, Jas. H., *The Significance of History in Industrial Education*. Ed. Bi. Monthly, June, 1910.

Rowe, S. H., *Habit Formation*, Chs. VIII and XIII.

Scott, C. A., *Social Education*.

Vandewalker, Nina C., *The History of Kindergarten Influence in Elementary Education*. Sixth Year Book Nat. Soc. Sci. Study Ed. 1907:115.

Wilson, H. B., *Motivation of the Children's work in the Elementary Schools*. N. E. A. 1910:418.

Note.

ISOLATION AND CORRELATION VERSUS DIFFERENTIATION AND INTEGRATION.

The great need that the individual meets is to organize out of the investment of instincts and impulses with which he starts life, a unified many-sided self which he can depend upon and which will both adapt to its surroundings and modify these for progress.

An older school starts with typical ideas, sensations, facts, the letters of the alphabet or whatever the unit may be and builds these up into a structure. Two chief limitations arise from this practice: (1) The placing of the unity in an external, ideal, dominating situation which serves as a plan. When any advance appears in the individual's life it is referred at once to this plan and is counted an "embodiment" from above rather than a new function appearing because the situation, in which the individual is (for himself) the center, has become coördinated more adequately and therefore functions in a new way. (2) Because these later coördinations rightly displace many cruder functions a fixed system of lower and higher factors is developed. This results in the dualisms of the natural man and the spiritual man, nature and man, etc. One of these is considered necessarily evil, the other necessarily good.

As a consequence the tendency is to graft on to the individual the highest forms as alphabets, myths, fairy tales, rules, ethical principles, etc., rather than to utilize them in his growth to reinforce his development when he has come to the needs out of which they grew. Social situations, however, reach in all directions and frequently require for further advance a going back to the by products of stages long neglected. It is here that the

truth of the "return to nature" appears.

The problem, as has often been stated, is thus rather one of differentiation than of correlation. The latter term may easily have the implication of artificial connection between otherwise isolated units.

A child in the elementary school has his own objective world and his own world of meanings, appreciations and controls. His progress depends upon the extent to which element in these vaguely organized worlds are differentiated and integrated in his experience. Our recognition of the two systems of nature and man; of the "five windows of the soul"; of literature, geography, history, industries or social life as centers are all useful tools to him when he is ready for them. Our "head, heart and hand" and any other statements of our usual psychological habit of reference are serviceable. But for him they are tools only when he can begin to grasp them profitably. His progress is accelerated by the use of short cuts. One of our most difficult problems is to determine which of these short cuts or symbols he must needs trace back to its origins and which he can take for granted. When we find, however, that we are fearful to trace back a myth or a law to its humble origins for fear the learner will despise it, then surely there is need for a return to nature.

(A number of implications in recent discussions will be better "differentiated and integrated" by the material now available in an English translation of Bergson's *L'Evolution Créatrice*, published by Henry Holt & Co.)

Ignorance is a greater burden to a state than taxation.—Selected.

The world we live in is a fairyland of exquisite beauty, our very existence is a miracle in itself; and yet few of us enjoy as we might and none as yet appreciate fully the beauties and wonders which surround us.—John Lubbock.

I would rather plant a single acorn that will make an oak of a century and a forest of a thousand years, than sow a thousand morning glories that give joy for a day and are gone tomorrow. For the same reason I would rather plant one living truth in the heart of a child that will multiply through the ages, than scatter a thousand brilliant conceits before a great audience that will flash like sparks for an instant, and like sparks disappear forever.—Edward Leigh Pell.

THE INTERNATIONAL KINDERGARTEN UNION

Its Eighteenth Annual Meeting at Cincinnati a Decided Success

That the meeting of this association, which closed April 28th, was one of the most profitable ever held in the history of the organization is the verdict of many who were present.

Words of praise for the hospitality of the people of Cincinnati and for the untiring efforts of the various committees were heard everywhere from visiting kindergartners.

The extremely unfavorable weather of the closing days of the convention did not seem to materially dampen the spirits of the kindergartners. The sessions throughout were well attended and interest and enthusiasm seemed omnipresent.

The addresses were certainly of a very high order and perhaps more than usually helpful, while the receptions and entertainments will long be remembered with pleasure.

We must be content at this time to give a mere outline of the more important events of the meeting, but hope in future issues of this magazine to publish many if not all of the addresses in full.

Upon the officers and committees as given in our last issue devolved very much of the labor of making the convention a success, but there are many others who contributed much in that direction and who are also entitled to the sincere thanks of kindergartners everywhere.

Saturday and Monday were devoted to meetings of the Committee of Nineteen and other boards as given in the program published in our last issue.

On Monday evening the Committee of Nineteen and other kindergartners were entertained at a dinner given at the home of Miss Annie Laws, president of the Cincinnati Kindergarten Association, and chairman of the local committee. The dinner was followed by a reception at which the kindergarten people met many of the leading educators of Cincinnati.

The reception given by Cincinnati educators to the visitors, the luncheon cooked and served by the Domestic Science Class of the Cincinnati Kindergarten Training School, the dinner given in the banquet hall of the Sinton by Mrs. Charles Fleischmann, vice-president of the Cincinnati Kindergarten Association, and the luncheon given by the Mothers' Clubs Association of Cincinnati were among the other social events of the convention.

Tuesday morning was spent in visiting Cincinnati kindergartens and studying the methods employed there. The visitors were carried in automobiles from kindergarten to kindergarten and, under the guidance of Cincinnati kindergartners spent a most enjoyable and profitable morning.

The visiting kindergartners were interested to learn that Mrs. Alphonso Taft, mother of President William H. Taft, was the founder of free kindergartens in Cincinnati and is known as the "Mother of kindergartens."

Mrs. Taft was elected president of the Cincinnati Kindergarten Association at its first meeting in Evans' hall, in 1879. The first kindergarten had its birth in the old Spencer House and Mrs. Taft's daughter was one of the early graduates of the training school. Mrs. Taft was actively associated with the kindergarten movement in Cincinnati until the years 1882-85, when she accompanied her husband to Europe, he having been appointed minister to Austria in 1882 and transferred to St. Petersburg in 1884. On her return to Cincinnati she was re-elected president of the Cincinnati Kindergarten Association and retained the office until 1889.

Tuesday afternoon a conference of training teachers and supervisors was held at the Sinton, the general topic for discussion being "The Organization of Subject Matter in Modern Courses of Study," the aim being to secure a reasonable relation between the subjects taught in the various school grades. The speakers included Geraldine O'Grady of New York, Luella A. Palmer of New York, William P. Burris, dean of the College of Teachers of the University of Cincinnati, and E. D. Roberts, principal of the Whittier school. The latter read the address of Mr. Frank A. Manny of the Western State Normal School, Kalamazoo, Mich., who was unavoidably absent. This address is given in full in this issue. The first open meeting of the convention was held in Woodward High school Tuesday night. The Girls' Glee club of Woodward sang and addresses of welcome were given by Mayor Schwab of Cincinnati, Dr. Charles W. Dabney, and Frank B. Dyer, Supt. of Cincinnati Public Schools. A happy response was given by Miss Mary C. McCulloch, President of the International Kindergarten Union.

The addresses by Lucy Wheelock, of Boston, and Mr. James L. Hughes, Chief Inspector of Schools, Toronto, Can., were the events of the evening. We hope to give these addresses in full in future issues.

At the Wednesday morning meeting the following reports were given:

Report of Recording Secretary, Miss Caroline D. Aborn.

Mrs. Aborn was prevented by illness from attending the convention and her report was read by Miss Nettie Farris, of Cleveland. It gave a most interesting account of the St. Louis convention.

Report of Corresponding Secretary and Treasurer, Miss Ella C. Elder.

Miss Elder reported that nine new branches had been organized during the year and that there were now 119 large associations or branches of the Union, the number of associate members being 147; the total individual membership in the Union is now over 10,000, and as a special appeal has been made for new members it is hoped that many new members will be added. Large and strong associations were organized during the year at Washington, D. C.; Mobile, Ala.; Evansville, Ind.; Kansas City and Cleveland, Ohio.

Report of Auditor, Miss Julia S. Bothwell.

Miss Bothwell reported that she had found the treasurer's report entirely correct.

Report of Committee on Foreign Correspondence, Miss Nettie Farris, Chairman.

Reports of kindergartens were embodied in this report. The Fröbel Society of Great Britain and Ireland

has just issued its thirty-fifth annual report. It has 11 very large kindergarten associations, and all have done excellent work. An association auxiliary to this is in Calcutta, and from that Calcutta association a kindergarten was formed at Balasor, 170 miles southwest of Calcutta. There are 140 little Hindus enrolled, and three different languages are used, but the little tots are now enjoying learning English songs. There is a large kindergarten in Isabel Thoburn College, India, named for a former Cincinnati woman.

Miss Farris next read a brief report from Mrs. H. H. Hassler, from Kyambu, British East Africa, where the little kindergarten girls wear aprons and the little boys wear shirts to their knees. "Some of the children," said the writer, "wear many strings of beads as their chief clothing, and the boys wear a goat skin," Mrs. Hassler wrote. "The old lessons of cleanliness, purity, in thought, word and deed, order and obedience are being taught in kindergartens in Africa." The report on foreign correspondence included also brief accounts of kindergartens at Samocav, Bulgaria; Sofia, Bulgaria; Kustindio and Chettigne, the capital of Montenegro. At the last named place is a flourishing kindergarten, which was founded by the daughter of Prince Nicholas and is still supported by her.

Miss Anna Howe sent an interesting report on Japanese kindergartens, dated from Kobe, Japan. She stated that in 39 years 12 mission schools for boys and 45 mission schools for girls have been organized; that kindergartens in Japan were started 23 years ago, and already there are 49 kindergartens. From 1901 to 1906 there was an increase of 123 kindergartens in all Japan, with an increased enrollment of over 11,000 pupils. In Yokohama, Japan, interesting mothers' meetings are held and lessons in cooking are given for the mothers. Interesting lectures by prominent Japanese men are frequent events.

One kindergarten in Kioto, Japan, has spent \$30,000 for a plot of ground and is to spend \$10,000 for a new building. In Osaka, Japan, the land and building for kindergartens has cost \$80,000, and the Government of Japan has made some appropriations and is not yet satisfied with the efficiency of its kindergartners. Several Japanese kindergartners are being educated in the United States.

Two delegates from Japan arrived while this report was being given, Miss Margaret M. Cook of Georgia, who is in charge of the kindergarten work at the girls' school in Hiroshima, Japan, and Miss M. Cody, American kindergartner of Nagasaki, Japan. The Kindergarten Union has branches in Australia, New South Wales, Japan, New Zealand, Canada and other foreign countries.

"Children are the same the world over," said Miss Margaret M. Cook. "I have charge of 200 little Japanese children in four kindergartens at Hiroshima and they are very much like American children. They are attractive, winsome and bright. They love to romp and play just as other children, for the love of play among children is international. If there is any striking difference between the American and Japanese children, I should say it is in the fact that the Japanese children are unusually skilful in the use of their fingers. Nowhere have I found

such digital dexterity as in the little Japs. They get this facility largely through inheritance. On the other hand, they have not the Occidental child's inherited love for Occidental music, but they are learning this Western music just the same. In our kindergartens in Japan the black-eyed little subjects of the Mikado are to-day singing the same melodies that are being sung by the children of America, only Japanese words are substituted for English.

Miss Cook has supervision not only of 200 children, but is the teacher of a training school for kindergartners, where 25 Japanese girls, at the Girls' school, are instructed in modern kindergarten methods. A Kentucky woman well known in Cincinnati, Miss Nannie B. Gaines, is at the head of the Girls' school, which is supported by the Southern Methodist Church," said Miss Cook. The Japanese government encourages kindergarten work and is preparing the way to make it a part of the national school system."

Other reports were made relating to kindergartens in New Zealand, Australia, New South Wales, Canada and other countries.

Report of Committee on Nominations, Miss Caroline T. Haven, Chairman.

The committee recommended that the following persons be placed in nomination as candidates for officers of the Union for the ensuing year:

President—Miss Mabel MacKinney, Brooklyn, N. Y.

First Vice-President—Miss Alice Temple, Chicago, Ill.

Second Vice-President—Miss Hortense M. Orcutt, Savannah, Ga.

Recording Secretary—Miss Netta Farris, Cleveland, Ohio.

Corresponding Secretary and Treasurer—Miss Luella A. Palmer, New York.

Auditor—Miss Julia S. Bothwell, Cincinnati, Ohio.

The report of the committee was adopted and the candidates were subsequently elected by ballot.

Reports from the following committees were given, but we have no information as to the contents of these reports, but if the chairmen of the committees will send us their reports we shall be pleased to publish them for the information of thousands of kindergartners who could not attend the convention.

Report of Committee on Foreign Relations, Miss Annie Laws, Chairman.

Report of Committee on Propagation, Miss Geradine O'Grady, Chairman.

Report of Parents' Committee, Miss Elizabeth Harrison, Chairman.

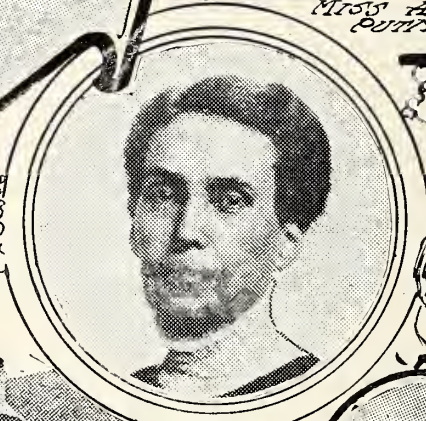
Report of Committee on Literature, Miss Grace Fulmer, Chairman.

Report of Friedrich Froebel Museum Committee, Miss Alice E. Fitts, Chairman.

The President, Miss Mary C. McCulloch, appointed the following committee on time and place: Mrs. Littell, Dayton, Ohio; Mrs. James L. Hughes, Toronto, Ontario; Miss Stoval, of California; Mrs. Warring of Georgia; Mrs. Bingzell, Minnesota. This committee subsequently reported in favor of Des Moines, Ia., as the next place of meeting and the recommendation was later adopted by the convention.

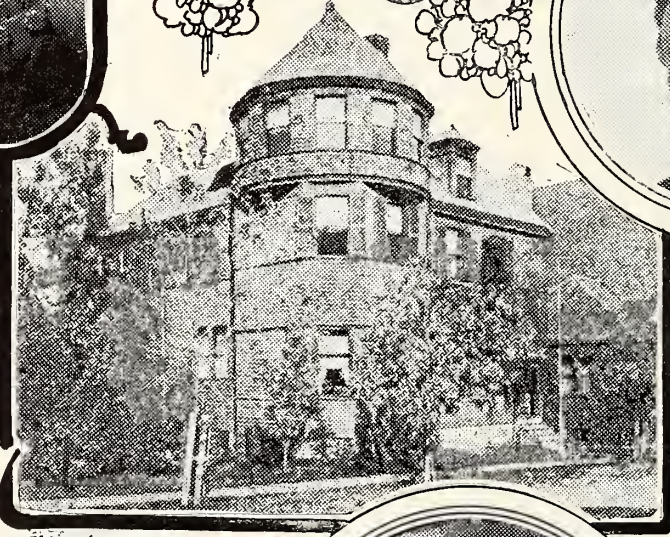


MISS
JULIA
STANLEY
GOTHWELL
~ AUDITOR ~



MISS ALICE
PUTNAM

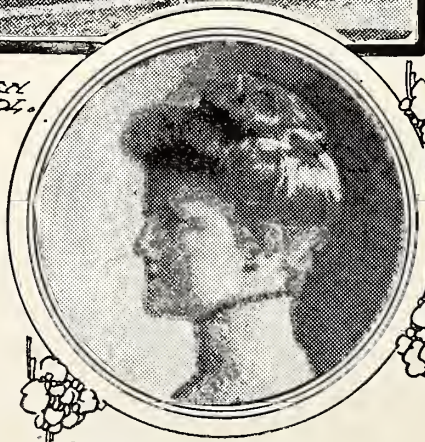
MISS
JULIA
STANLEY



CINCINNATI
KINDERGARTEN
TRAINING SCHOOL



MISS
ELIZABETH
HARRISON



MISS JULIA
STANLEY
~ AUDITOR ~

We are indebted to the obliging editorial managers of that excellent paper, the Cincinnati Daily Enquirer, for the above illustrations. The kindergartners are well known, and the building illustrated is that occupied by the Cincinnati Kindergarten Training School.

We are also indebted to the Enquirer for other favors in connection with this report.

MISS PATTY
S. HIGG

A number of songs by Miss Antoinette Werner-West were on the programme for the afternoon session and the general topic was "The Ideal Kindergartner." The speakers included: Miss Mabel McKinney of Brooklyn, who read the address of Ruth E. Tappan of Brooklyn, on "Training of the Kindergartner;" in the absence of the latter; Ruth Norton of Milwaukee, on "The Kindergartner's Relationship to Children," Anna H. Littell of Dayton, O., on "The Kindergartner's Relationship to Mothers;" Regenia R. Heller of Detroit, on "The Kindergartner's Relationship to School Associates;" Emily McVea of the University of Cincinnati, on "The Kindergartner in the Community;" and Stella L. Wood of Minneapolis, on "The Kindergartner a Business Woman."

At the business meeting on Thursday morning there was a lively discussion as to whether the proposition to meet with the National Education Association each alternate year instead of holding a separate convention should be adhered to. It was finally decided to continue holding the meetings annually hereafter as heretofore. The constitution was also amended so as to exempt honorary members from payment of dues. The proposition to exempt active life members from payment of dues was lost.

Miss Annie Laws, Chairman of the Committee of Nineteen, gave an interesting report on discussions held on programs for young children, on children's experiences as the basis of the kindergarten program, etc. Some time ago plans for an Advisory Committee of men had been under way, but that committee has not been completed. Owing to the fact that only eight members of the committee were present at the convention—not enough for a quorum—no meetings will be held here. It was decided to hold the next meeting of the committee in New York City, following the Christmas holidays.

Greetings from the convention were sent to Mrs. Maria Kraus Boelte and Miss Susan E. Blow, both of New York, two of the veteran and most noted kindergartners in the United States. Greetings were also sent to Miss Caroline T. Haven and Miss O'Grady, both of New York, and to Mrs. Sarah Stewart, the woman who first proposed the organization of the International Kindergarten Union, also to Miss Caroline D. Aborn, of Boston, Dr. Jennie B. Merrill, of New York, and Miss Elizabeth Harrison of Chicago.

Miss Mary M. Orr, of Brooklyn, gave a delightful lecture on "The Froebel Pilgrimage," illustrated with over 150 stereoscopic views.

Miss Annie Laws, of Cincinnati, will take an important part in this pilgrimage, which will start July 11, with the arrival of the pilgrims, (who will come from all parts of the world) in London. Miss Laws is a member of the Committee on Arrangement and will be one of the prominent speakers at the congress of two sessions being arranged by the London County Council.

Other speakers, Miss Orr announced, would be James L. Hughes of Toronto; Dr. A. E. Winship, of the Journal of Education; Miss Laura Fisher and Miss May Wheelock, Mrs. George Riggs (Kate Douglas Wiggin), Superintendent Stratton D. Brooks, of Boston; Dr. Calvin A. Scott, Miss Fanniebelle Curtis, Miss Caroline D. Aborn, Mrs. Alma Ware, Miss Alice O'Grady, Mrs. M. B. Page.

The itinerary of the pilgrimage, she announced, will include the following points: Boston, Liverpool, Grasmere, Melrose, Trossachs, Edinburgh, Durham, York, Lincoln, Ely, Cambridge, Warsaw, Kenilworth, Stratford, Oxford, London, Winchester, Paris, Basle, Bern and Thun to Interlaken, Lauterbrunnen, The Scheidegg, Grindelwald, Lake Brienz, Brunig Pass, Lucerne, Lake Lucerne, Zurich, Lake Oonstance to Munich, Munich; Urenberg, Eisenbach, Blankenberg, Dresden, Berlin, Frankfurt, Heidelberg, Bingen, The Rhine, Bonn, Cologne and Antwerp.

That Cincinnati and other large cities should establish Child Welfare Bureaus, to look after the practical development of the Child of the city, was the recommendation made by Mrs. Antoinette B. Hervey, a representative of the New York Child Welfare Committee, in her illustrated address on "The Children and the City."

The committee of which Mrs. Hervey is a member has established a permanent Child Welfare Bureau in New York, and the lecture dealt largely with the work accomplished by that institution. Mrs. Hervey contended that such bureaus should be integral parts of municipal administrations; that greater attention should be devoted to the care of the child, in its play and in its work, than to any other municipal enterprise.

The Child Welfare Committee worked more than a year to prepare the great child welfare exhibit held in New York in January and February, she said. From 3,000 to 40,000 persons visited the exhibit daily, drawn there not only by the exhibit, consisting of 350 screens or backgrounds on which were shown pictures and statistics representing every phase of New York child life, model rooms, a play shop, playgrounds, children's gardens, a model children's library, Sunday School rooms, institutions for children, but the children themselves were there doing things, giving housekeeping demonstrations, making toys, delighting the great audiences with beautiful music and charming folk dances.

The "Presidents' Day" meeting was a most enjoyable affair. Addresses were made by such distinguished kindergartners as Lucy Wheelock of Boston; Alice H. Putnam of Chicago; Annie Laws of Cincinnati; Mrs. Jas. L. Hughes of Toronto, Ont.; Miss Patti S. Hill of New York; and Miss Fanniebelle Curtis of Brooklyn, all ex-presidents of the Union.

Miss Ella C. Elder of Buffalo advocated a chapter house or club house for teachers where they can meet and discuss plans for the children. She stated that this had been tried at Buffalo with success.

Mrs. Arthur Millinowski of Boston, N. Y., by invitation, was called to the platform and held in her hands a translation of a diary of Friedrich Froebel, written before the words "gifts" and "kindergarten" were thought of. She was acquainted with Frau Froebel and described a visit to her in vivid terms.

The oldest kindergartner present was Miss Josephine Jarvis of Camden, Ill., who had the honor of making the first translation of Froebel's "Mother Play," and his "Education of Man," which she published at her own expense.

The pleasure of the meeting was greatly enhanced by the most excellent vocal and instrumental music provided by the local educators and their friends.

The meeting at the University of Cincinnati proved very enjoyable. Dean W. P. Burris of Teachers' College of the University, cordially greeted the visitors in an address. Dr. Burtis Burr Breeze, professor of psychology, spoke on "University Training for the Kindergarten." He said that kindergarten principles are now being carried into all branches of education. Some university professors make a specialty he said of studying the evolution of the fish and the butterfly, but many of them leave the study of the child wholly to women. In his opinion the study of the child is of the greatest importance for the uplift of humanity and the

the kindergarten. Mrs. Margaret J. Stannard of Boston, gave an excellent address on the "Extension of Froebelian Principles in the Grades." Among other things she recommended that greater attention be paid to household economics, especially cooking classes for girls in all training schools.



We are indebted to the managing editor of the Cincinnati Commercial Tribune for the above illustration and for other kind favors.

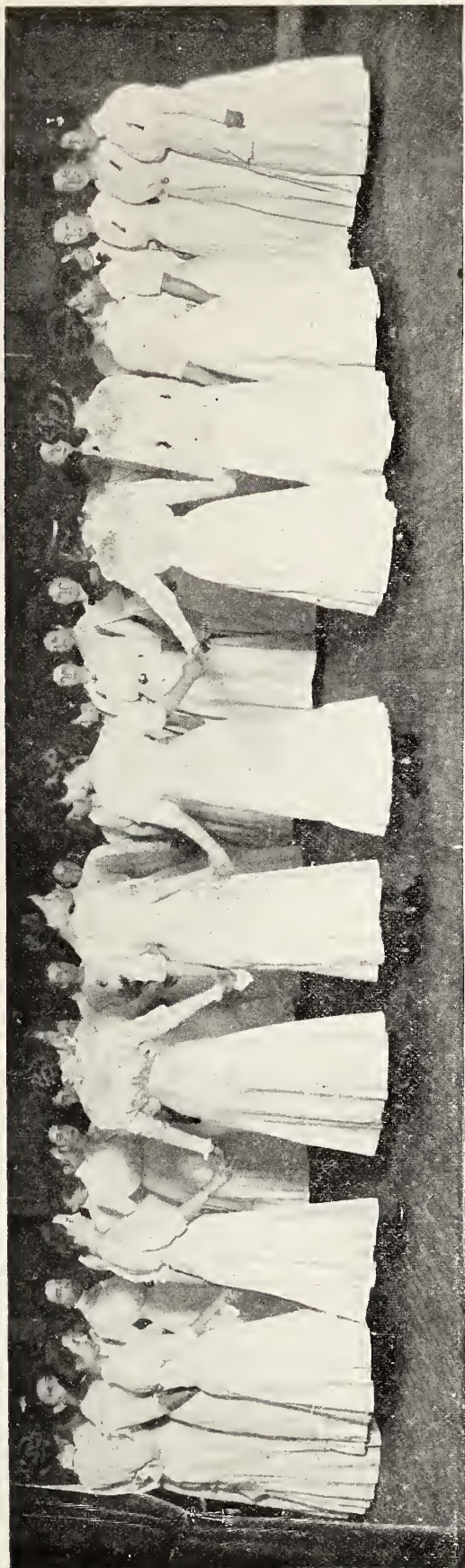


MARY C. McCULLOCH
Retiring President I. K. U.

betterment of the world. Marion S. Hanckel of Charleston, S. C., president of the Southern Kindergarten Association, gave an able address on "New Fields for the Kindergarten," with reference to the South. This address will be published in full in a future issue of this magazine. Nina C. Vandewalker of Milwaukee, also gave an able address on the same subject as applied to the West. She said there were numerous kindergartens well established in California, Colorado and Nebraska, but there were only two or three public school kindergartens per state for Washington, Wyoming, Nevada, New Mexico and Arizona, and no public kindergartens in North Dakota, South Dakota, Idaho nor Oregon. She urged the awakening of the people as to the value of

Friday afternoon marked the closing of the convention, and it was a play-day for the throngs of kindergartners. From 3:30 until 4:30 was "the story hour," tales being told by different story-tellers. The program had been arranged by Miss Josephine Simrall, President of the Alumnae of Cincinnati Kindergarten Training School, and the stories were interspersed with groups of songs beautifully sung by Cincinnati kindergartners. The stage was banked with palms, and the walls had garlands of Southern smilax. The officers were seated on the platform, many having large clusters of American Beauties which had been presented to them.

Over 350 persons were held spellbound by the story-telling of Miss Stella Woods, of Minneapolis; Miss



Wheeler of Kentucky; Miss Simrall and Miss Lillian Southgate, of Covington.

All adjourned to the convention hall, where a grand play festival was the crowning glory of the whole convention. There was a grand march, with over 300, nearly all active kindergartners, all dressed in white, each having a corsage cluster of daisies and ferns. The grand march was led off by Miss Mary C. McCulloch, President of the I. K. U., and Miss Wheelock, of Boston, the eldest of all Presidents now living. Next in line were Miss MacKinney, the new President; Miss Annie Laws, of Cincinnati; Mrs. Page, of Chicago; Miss Orcutt, the Vice President of Savannah; Miss Stone and Miss Nella Faris, and all the other officers.

It was a most inspiring sight to see all of these ladies marching to orchestral music, then countermarching and forming intricate figures. Miss McCulloch then led off the kindergarten games, which were most heartily entered into by all kindergartners, young and old. While marching all sang "We are Soldiers of the Froebel Guard." Miss McCulloch led off the game "We are Little Travelers."

Many well known kindergartners will be recognized in the accompanying illustration which was engraved especially for this magazine.

Many recounted their adventures and several leading kindergartners gave charming little "stunts" just as if they were children again. Miss Laws, standing in the center of the large circle with her huge basket of daisies, just presented by the alumni, gave a section of the Marguerite song and strewed the petals of the daisy. Half a dozen dignified officers played "Did You Ever See a Lassie?" Next game was "I Wish I Had a Little Playmate." "The Stream" was one of the prettiest of all kindergarten games and songs. A dozen or more held their hands up bridge fashion in different sections of the great hall and over 300 kindergartners gracefully passed beneath the bridges, all singing.

"Give, oh, give," said the little stream,
"Give, oh, give; give, oh, give."

Near the close of the meeting there were calls for Miss Annie Laws, and all arose and gave her Chautauqua salute. She also received a handsome floral tribute at this time, as did also Mrs. Charles Fleischmann and Miss McCulloch, the retiring president. A reception followed for the incoming and outgoing officers.

The Committee on Resolutions consisted of Miss Catherine Watkins, of Washington, D. C., Chairman; Mrs. Putman, of Chicago; Miss Mary Hill, of Louisville, and Mrs. Crittendon, of Nebraska. The resolutions tendered thanks to the local committees of the Kindergarten Association, especially to Mrs. Charles Fleischmann, Miss Eugenie M. Werke and Miss Annie Laws, "for the charming hospitality accorded;" to Mayor Schwab, the members of the Board of Education; President Dabney, of the University; the Cincinnati Woman's Club; Principal E. D. Lyon, of Woodward High School; School Superintendent Dyer, for words of welcome and accommodations; Mrs. Charles H. Miller, Chairman of the Music Committee; Mrs. Antoinette Werner-West, Miss Lillias Fry, the Girls' Glee Club and the orchestra of Woodward High School for the music; the Kindergarten Training School, its President, faculty and students, for hospitality; to the head of the Household Economics and her students and to the Mothers' Clubs for their provision for the comfort of the delegates; the members of the Committee of Accommodation and Transportation; to those who placed automobiles at their disposal; to Judge Woodmansee for placing his private trolley car at their disposal; to the Press Committee and the daily papers, and to the trustees of the Cincinnati Art Museum. The resolutions concluded:

"The committee feels its inability to adequately express all that this union owes both past and present, to the work of Miss Annie Laws, whose public spirit and warm heart identify her with every vital interest which makes for the betterment of humanity."

Cheap and Excellent Books

SONG KNAPSACK, 142 songs for schools, 10c; \$1 dozen.

"PAT'S P' . . . 124 pp. All the music to the KNAPSACK songs. Sweetest, sanest, jolliest song book made. Cloth, 50c.

PRIMER OF PEDAGOGY, by Prof. D. Putnam Just what the times demand. Cloth 122 pp. 25c.

MANUAL OF ORTHOGRAPHY AND ELEMENTARY SOUNDS, by Henry R. Pattengill. Up-to-date. 104 pp., 25c.

CIVIL GOVERNMENT OF U. S., by W. C. Hewitt 118 pp., complete, new, cloth, 25c; \$2.40 per doz
MEMORY GEMS, 1000 GRADED SELECTIONS, by H. R. Pattengill. 143 pp., linen morocco finish. 25c.

MORNING EXERCISES AND SCHOOL RECREATIONS, by C. W. Mickens. New, 267 pp., 50c
PRIMARY SPEAKER FOR FIRST AND SECOND GRADES, by Mary L. Davenport. Fresh elegant. 132 pp., 25c.

OLD GLORY SPEAKER, containing 80 of the choicest patriotic pieces written. 126 pp., 25c.

HINTS FROM SQUINTS, 144 pp. Hints comical, hints quizzical, hints pedagogical, hints ethical hints miscellaneous. Cloth, 50c.

SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling" in school.

HENRY R. PATTENGILL, Lansing, Mich.

WANTED—A copy of the Kindergarten-Primary Magazine for October, 1904. Address, Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Position as kindergartner. Graduate of a good training school. Address, W. 278 River Street, Manistee, Mich.

WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1899; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Kinder-garten-Primary Magazine for January and October, 1894, and October, 1897. Address G. Dunn, & Company, 403 St. Peter Street, St. Paul, Minn.

WANTED—One copy each of Kindergarten-Primary Magazine, as follows: June and September, 1894; January, April and May, 1895; October, November and December, 1893; February, 1898; September to December, 1905; January to February, 1906. Address, The University of Chicago Press, Library Department, Chicago, Ill.

WANTED—Back numbers of Kindergarten-Primary Magazine for September, 1909, and February 1910. J. H. Shults, Manistee, Mich.

WANTED—Position as teacher of Domestic Science and Domestic Art by graduate of Milwaukee-Downer College. Address, E. J. B., Johnston Hall, Milwaukee-Downer College, Milwaukee, Wis.

American Primary Teacher

Edited by E. A. WINSHIP

Published Monthly Except July and August

An up-to-date, wide awake paper for the grades. Illustrated articles on Industrial Geography, New Work in the Grades, Drawing, Fables in Silhouette and other school room work.

Send for specimen copy and prospectus.

Subscription, \$1.00 a Year

NEW ENGLAND PUBLISHING CO.

299 BEACON STREET, BOSTON

Dutch Ditties

FOR

CHILDRN

FIFTEEN SONGS

WITH PIANO ACCOMPANIMENT

Words and Music

by

ANICE TERHUNE

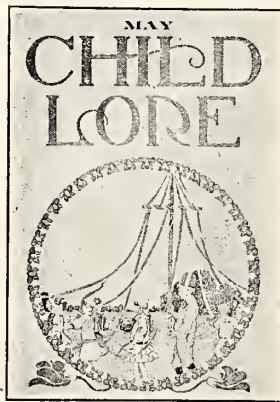
Pictures by Albertine Randall Wheelen

✓1.25 net

NEW YORK: G. SCHIRMER

BOSTON: BOSTON MUSIC CO

LONDON: SCHOTT & CO.



A
Magazine
for Young
Children

that stands in a
class by itself

Have You a
Child?

If so, you can do
nothing better than
to send \$1.00 for

CHILD LORE

IT IS A REAL EDUCATION IN ITSELF
IT APPEALS

To Every Mother

Because it contains genuine child literature.

To Every Minister of the Gospel

Because it is a magazine of ideals and high moral purpose.

To Every Kindergarten and Primary Teacher

Because it contains the sort of stories that she can use in her daily work.

To Every Superintendent and Principal

Because it is a magazine of genuine educational value.

To Every Lover of Children

Because, on account of its beautiful stories and dainty illustrations, it makes an ideal present.

CHILD LORE COMPANY

1427 UNION STREET

BROOKLYN, N. Y.

Send for Sample Copy

The Kindergarten-Primary Magazine

VOL. XXIII—JUNE, 1191—NO. 10

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational
Theory and Practice from the Kindergarten
Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.
— MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

Make all remittances to Manistee, Michigan.

INDEX TO CONTENTS

New Fields for the Kindergarten—The West <i>Nina C. Vandewalker</i>	277
New Fields for the Kindergarten in the South <i>Marion S. Hawckel</i>	283
Report of Committee of Nineteen <i>Annie Laws</i>	286
A Word of Greeting <i>William Paxton Burris</i>	287
The Kindergarten a Business Woman <i>Stella Louise Wood</i>	288
Guiding the Attention, The Child's Part and the Teacher's <i>Geraldine O'Grady</i>	290
The Ideal Kindergarten in her relation to children <i>Ruth Waterman Norton</i>	293
Eight Stepping Stones <i>Stella Ramsey</i>	296
The N. E. A. At San Francisco <i>Irwin Shepard</i>	297
A Practical System in Folding, Cutting and Modeling <i>A. Louise Woodford</i>	299
Use of Gilt Stars	302
Birthdays	302
A Teachers' Resolution	302
Quick Work	302
Miscellaneous Suggestions	302
Kindergarten Bungalow	302
Do your Pupils Know?	301
A Fraction Game	301
Book Notes	301
Primary Number Game	301
Ethical Culture	303
Your Flag and My Flag	303
News Notes	304

NEW FIELDS FOR THE KINDERGARTEN.

THE WEST

NINA C. VANDEWALKER, Milwaukee.

That the Kindergarten is making but little progress in many of the states in the extreme west is a matter of regret to those who believe that it should form an integral part of the American school system. In ten of the fifteen states that lie between the Missouri River and the Pacific Ocean, the Kindergarten has made little or no visible headway and in not more than four can it be said to be well established. The fifteen states in question comprise nearly one-half of the territory of the United States and contain at least one-sixth of its population. While there is occasion for rejoicing over the progress which the Kindergarten has made since its introduction into the United States, its friends should not forget the great fields that have hardly yet been touched by its influence. The Kindergarten has emphasized the importance of the formative years in the training of children. Are not the early years in the life of a state equally strategic? The school system and school sentiment are still in the process of development in several of the states in the group under consideration. If the importance of the Kindergarten is not urged upon the people during the period of organization, is it likely that that importance will be sufficiently felt later to make probable the reorganization needed for its introduction? The slowness of Kindergarten progress in the eastern half of the United States was due in no small degree to the fact that the public had accepted a school system in which the Kindergarten had no place and that educational sentiment and conditions had to be reconstructed before it could be introduced. Unless the friends of the Kindergarten recognize this fact and work for the cause now, its progress in the west will be retarded for like reasons.

The Kindergarten found an early foothold in the extreme west and its development there during the early years contributed materially to the prestige of the movement in the country at large. The work done in California in the seventies and eighties—that in San Francisco in particular—is known to all who have any acquaintance with Kindergarten history, and the names of those who gave the work

significance there—Mrs. Kate Douglas Wiggin, Miss Nora A. Smith, and Mrs. Sarah B. Cooper—are ranked with the leaders of the Kindergarten movement the world over. That the work so promisingly begun there has borne fruit in the states in question is plainly evident. That it has resulted in making the Kindergarten an organic part of the school system in the adjoining states to the extent that its friends anticipated can hardly be claimed. In California, Colorado, Nebraska, and perhaps Utah, the Kindergarten is well established, but in the remaining states of the group its foothold is as yet slight. The work inaugurated in California was philanthropic in character, and it was as a philanthropic agency rather than as an educational institution that it spread during the early years. The sentiment in favor of the Kindergarten which was built up resulted, however, in the passage of a law in the early nineties making possible the establishment of Kindergartens as a part of the school system. The work begun as a philanthropy was not necessarily discontinued by that action, however. In San Francisco the Kindergarten has not been made a part of the public school system, the twenty-three Kindergartens of that city being maintained through association effort. Public school Kindergartens have been organized in many other cities, however, in Los Angeles, Pasadena, Riverside, Redlands, San Diego, Pomona, Santa Barbara, Santa Ana, Sacramento and several others. The training of the Kindergartners is provided for by both public and private agencies,—by the Association training schools and the Kindergarten departments of the state normal schools.

In Colorado, too, the Kindergarten is well established. The movement here as elsewhere had its origin in Association work, but the value of the Kindergarten was quickly recognized and as early as 1893 a law was passed permitting the establishment of public school Kindergartens. The women's clubs of the state have taken an active interest in the promoting of the Kindergarten, and it is due in no small degree to their efforts that public school Kindergartens have been organized in all the large cities. In reply to an inquiry concerning the status of the Kindergarten in Colorado, the Superintendent of Public Instruction says: "The Kindergarten is looked upon not as an experiment but as a factor in educational work and as much care and thought are given to this department as to

any other department of school work." The training of Kindergartners is provided for in the Denver Normal and Preparatory School, and in the State Normal School at Greeley.

The Kindergarten is also well established in Nebraska. The private work of which the present conditions are the outgrowth was begun as early as 1880, but it was not until 1893 that Kindergartens became a part of the public school system in Omaha and Lincoln. The movement has had a steady growth from that time on and there are now public school Kindergartens in at least fifteen cities. The provision for Kindergarten training is unusually adequate as there are Kindergarten departments in each of the four state normal schools. These are situated at Kearney, Peru, Wayne, and Fremont. Omaha has a city training school in addition and Kindergarten training is also given at Wesleyan University at Lincoln.

In the twelve remaining states of the group, the Kindergarten has made varying degrees of progress or none at all. Among these Utah shows the most promise although Kansas has made a fair beginning. Washington showed excellent promise for a time, but suffered a serious setback. It may be that her interrupted progress will be resumed as a result of a law passed by this year's legislature. The present promising outlook in Utah is the result of many years of effort. The first Kindergarten in Utah was opened in Salt Lake City in the early eighties, and as a result of the interest awakened a Kindergarten Association was formed in Salt Lake City and later in several other cities of the state. The outgrowth of the work of these organizations was the formation of a state Kindergarten Association, the object of which was to secure the establishment of a Kindergarten training department in the State Normal School. Such a department was opened in 1897 with Miss Mary C. May of Chicago at its head. The Kindergarten movement has made marked progress since that date. The Superintendent of Public Instruction says in reply to an inquiry: "The attitude of the educators of this state toward the establishment of Kindergartens is best illustrated by saying that we have upon our statute books a law which provides that Kindergarten schools shall be established and maintained in all school districts having a population of 2,000 or more. Among the cities which have complied with this requirement may be mentioned Salt Lake City, Ogden,

Logan, Brigham City and Richfield. The State Normal School in this city and Brigham Young University at Provo maintain Kindergarten training departments.

Kansas gave early promise of becoming one of the Kindergarten strongholds in the West but that promise has been but partially fulfilled. It was the first state in the group under consideration and the third one in the United States to add a Kindergarten training department to its state normal school at Emporia. The growth of the Kindergarten throughout the state has been disappointing, however. There are Kindergarten associations at Leavenworth and Wichita, and the Central Congregational Church of Topeka furnished an admirable example of the value of the Kindergarten as a church agency. Public school Kindergartens have been adopted in but four cities, however, Topeka, Emporia, Kansas City and Columbus. The Superintendent of Public Instruction says: "The sentiment (concerning the Kindergarten) in this state is not very pronounced. It is my opinion that the school men of the state are in sympathy with the Kindergarten movement but it has not been much discussed."

The states of Washington and Oregon also promised to be fruitful fields for the development of the Kindergarten, but they have proved to be a great disappointment to the friends of the cause. The Kindergarten found its way to the larger cities of these states, to Tacoma, Seattle, Spokane and Portland—in the early nineties through the customary agency, the Kindergarten Association. It found such favor that in 1896 or 1897 one Kindergarten in each city was adopted by the school. The number of these increased as time passed until there were nine in Spokane, well organized and highly approved by the people. In about 1902, a spasm of economy struck the city and the Kindergartens were discontinued. This was the case also in Tacoma and in Portland. As far as could be learned there is not a single public school Kindergarten in Oregon at present, although the school age is four years and the expenditure of public money for children of that age is allowable. The President of the State Normal School of Oregon says: "The laws of Oregon authorize school boards to establish Kindergartens if they so desire. I regret to say that up to the present time no school board has made such provision. There is not much active interest in behalf of the Kinder-

garten in this state. I am of the opinion that the reason is that the private Kindergartens do not seem to so adjust their work as to coordinate with the first grade of the public school. Most of the school men of the state are not very much in favor of the Kindergarten for this reason."

In Washington the outlook is somewhat more promising, although there are but two or three struggling Kindergartens in Seattle, and one in North Yakima. Kindergarten sentiment is stronger than that fact indicates, however, and it is quite possible that a new leaf is to be turned in Washington Kindergarten history in the near future. The Superintendent of Public Instruction said in reply to inquiry concerning the present status of the Kindergarten there: "At a recent meeting of the Washington Educational Association a resolution was adopted urging legislation authorizing public Kindergartens without a vote of the people. Heretofore Kindergartens have required a three-fifths vote of the electors to establish them and a majority vote of the electors to provide a fund. The legislature yesterday (the letter was written March 10) passed a bill authorizing directors in city and town districts to maintain Kindergartens without a vote of the people." The fact that a Kindergarten training department has been established in one of the state normal schools—that at Ellensburg—is another sign of promise for the movement in this state.

The Kindergarten has had some foothold in Montana for more than fifteen years and shows promise of considerable development in the near future. The first Kindergartens were established in the early nineties by the Unitarian Society of Helena and in 1903 they were incorporated into a school system. The following year the Kindergarten was added to every school in the city. The success of the movement was due in no small degree to the enthusiastic cooperation of the superintendent of schools, Randall J. Congdon. The Kindergarten has since been adopted in Butte and Billings, and all the progressive school men in the state are heartily in favor of it.

In the seven remaining states of the group, the Kindergarten appears to be little more than a name although sporadic efforts in the direction of private or association Kindergartens and local training schools have been made in several from time to time. As far as could be ascertained there are no public Kindergartens in either of the Dakotas or in

Idaho, and as has been stated none in Oregon. There are two each in Wyoming and Arizona, three in Nevada, and a few in New Mexico. In the ten states of North and South Dakota, Montana, Idaho, Washington, Oregon, Wyoming, New Mexico and Arizona, the total number of public Kindergartens hardly exceeds twenty-five. In most instances the Kindergarten is looked upon with favor by the educational authorities. The State Superintendent of South Dakota says however: "I do not believe that the superintendents of this state as a whole are especially enthusiastic over the Kindergartens,—at least such as we have. There is a feeling that the Kindergarten while theoretically beyond reproach, has nevertheless failed to show decided results." The State Superintendent of Idaho admits that there is no active interest in the Kindergarten in that state but says: "School men are very kindly disposed toward the Kindergarten but the state is young, and many things in school work which seemed more urgent have demanded their entire attention." The Superintendent of South Dakota also mentions "the rapid growth of this country which makes it impossible for the various towns to keep pace in educational matters with the growth of the population." The Superintendent of New Mexico says: "Educational advancement is a matter of very recent date. The Kindergarten is not being slighted but we are at present short of funds, and only a few cities have Kindergartens, but the Kindergarten spirit is rife and Kindergartens will multiply as soon as funds are available." The Superintendent of Nevada says: "We have two of the finest Kindergartens in the West in Reno and one in Goldfields. These are the outgrowth of several private Kindergartens which were established years ago—the first one in Carson City over thirty-five years ago. There is general interest in Kindergarten work throughout the state, but there being so few large towns, prohibits the possibility of many Kindergartens. The school men as a rule are all in sympathy with the Kindergarten idea."

Such letters as these show the real situation with reference to the Kindergarten in the different states as a mere statement of the number of Kindergartens public or private can not do. That the Kindergarten has not been ignored by those who are shaping the educational destiny of the newer states is proved by the fact that its future establishment has been made possible by the passage of laws to

that effect in all these states that require such action. This was done considerably more than a decade ago in most of them—by Colorado, California, Washington, Oregon, Montana, Wyoming and Arizona between 1890 and 1900, and by Utah, Idaho, Kansas and North Dakota more recently. In the remaining states of the group no legislation was necessary. The fact that Kindergarten departments have been established in not less than fifteen state normal schools in the group of states under consideration is another evidence that the educational leaders value the Kindergarten and the doctrines which it embodies. If the Kindergarten has made little headway therefore it can hardly be laid to the charge of those who are shaping the educational destiny of this great section. It must be laid to the multiplicity of problems that press for solution in new communities, to the fact that the people themselves have not awakened to the importance of right educational foundations, or to the fact intimated by the superintendents of two states, that the Kindergartens, which have been established have not been of a kind to inspire the confidence necessary for their general adaption. The field staggers one by its immensity and by the multiplicity of its problems. The facts given show it to be a field great in future possibilities. Is it to be left to itself or should the friends of the Kindergarten elsewhere seek to aid those who are building up the movement in this new country? In some of the states the Kindergarten has already come into its own and is exercising its customary influence upon general education. In others a place has been made for it, a place that it has thus far been unable to occupy. How shall its friends in these communities further its progress among them? The Kindergarten has received a wonderful impetus in the south during the past few years because it has recognized its need of the Kindergarten and has inaugurated organized effort to secure it. That effort has culminated in the organization of the Southern Kindergarten Association which is doing a work of great value both for the Kindergarten and for the community. A like organization of effort among the states of the west would unquestionably do much to strengthen the movement in the cities under consideration. The several agencies for the advancement of new educational movements, such as the Women's Clubs and the Teachers' Associations of the different states have already

done effective work for the Kindergarten, but in this as in other movements it is continuous cooperative and organized work that is needed to bring about the results desired. What agency could be more logically looked to for assistance in such effort in both the south and west than the International Kindergarten Union, which was organized to perform just such a service? The new communities need assistance of a kind that such an organization alone can properly render. One of the greatest needs in such communities is the need for suitable propagatory literature. A pamphlet for free distribution showing what the Kindergarten does for the child from the standpoint of the mother is greatly needed. A similar one showing the value of the Kindergarten as a preparation for the work of the school is equally needed. Another need which is not confined to new communities is for a pamphlet of suggestions for Kindergarten study clubs. If the I. K. U. would prepare such a pamphlet for use in its branches, its influence would be greatly augmented and the number of its branches as well as the amount in the treasury would speedily increase. The support and cooperation of the I. K. U. is sorely needed in the new states but if its influence is to be measured at all by the number of persons and branches directly affiliated with it that influence is almost non-existent there. In the fifteen states discussed in this paper there are but four associate members and but nine branches. Of the former three are from California and one is from Montana. Of the nine branches five are from California and one each is from Nebraska, Colorado, Montana and Utah. The remaining eleven states—those which need I. K. U. assistance most—have no connection with the organization that represents the Kindergarten in the United States. The I. K. U. can not consistently urge Kindergarten clubs and associations to affiliate with itself unless it has something to give to aid them in their struggle to build up the cause.

That the I. K. U. should give assistance of some kind to localities seeking to build up the Kindergarten movement has long been recognized by the leading workers in that organization,—and in fact the organization came into existence in no small degree to render just such a service to the Kindergarten cause. It is only recently, however, that the giving of such assistance has been made possible. It has been made so by the organiza-

tion of the National Society for the Promotion of Kindergarten Education, which cooperates with the propaganda committee of the I. K. U. Through this agency leaflets have been printed and sent out in large numbers to training teachers, club women and school men in nearly all the states here under discussion. This organization has also made it possible to meet another need which has been felt in all localities where the Kindergarten is new—the need for lecturing on the Kindergarten or expert workers to set the Kindergarten in operation in new fields, or to strengthen workers already there. Assistance of the latter has been given in but few places as yet, but it can not fail to yield results of great value.

The arguments for building up the Kindergarten in new communities are familiar to most Kindergartners and need not be restated in this audience. There is one argument that is seldom given, but that has so important a bearing upon the work of the school in general that it is worthy of a moment's consideration. The fact that 50 per cent of the children who enter the primary grades drop out before the sixth grade is reached is a matter of common knowledge, and the methods by which they may be induced to remain longer are receiving no little attention at the hands of school men at the present time. The fact that only about half the amount per capita is spent upon the children in the primary grades that is spent upon those in the high school is also generally known and accepted, and the average person apparently fails to see that the early depopulation of the school is the direct result of this smaller expenditure, since it is that which produces the conditions that make the school tedious and distasteful. The Kindergarten stands for the rights of little children first, last and always, and it therefore tends to counteract the tendency to give as little as possible to the younger children, and as much as possible to those who survive such a regime long enough to enter the high school. It is because the Kindergarten champions the right of little children to adequate equipment, and teachers properly trained that it can not be spared from the school system anywhere, but least of all in the new communities. When the spirit of the Kindergarten is found in the grades, and the work there is based upon the real needs and interests of the children as is that in the Kindergarten, compulsory school laws will not be needed to keep children in

school. No better testimony could be given concerning the value of the Kindergarten in the school system than was recently given by an eighth grade teacher in a mining town of about 10,000 inhabitants. An educational meeting was being held in the recently completed \$2,000,000 high school, and the Kindergarten who had introduced the Kindergarten to the community several years before was a guest there. In commenting upon the new building the teacher said to the Kindergarten, "We should never have had this building if it had not been for the Kindergarten, for we should never have had high school pupils enough to need it. Before we had Kindergartens the children found the school so dismal a place that they left upon the first plausible pretext. When they start in the Kindergarten they get the idea that the school is delightful and they want to stay." She added, "I was here before we had Kindergartens, and I have seen the changes that it has made. This year I have had more boys than girls in my eighth grade. This would never have happened in this town but for the influence of the Kindergarten." If the Kindergarten can accomplish such results for general education is not its extension into new fields well worth working for? Organized effort for such extension in the western states would produce results of which not the West alone, but the whole country might well be proud.

What a Little Girl Heard

I just ran away to the buttercup lot,
When mamma told me I better not.
And a little brown birdie, up in a tree,
As true as you live, kept a-saying to me:
"Naugh-tee May! ran away!"
Till I didn't know what to do.
Now, how do you s'pose he knew?
And once we went to the meadow brook,
Josie and me, with a fishing hook,
And the very same birdie sang again,
Over and over, and just as plain,
"Naugh-tee May! ran away!"
And Josie heard him, too.
Now, how do you s'pose he knew?
Josie she guesses what I heard
Was just my conscience, 'stead of a bird;
But the water looked so scowly and black,
We took hold of hands and ran right back;
And all the way we heard it say.
"That is the best thing to do,"
And mamma, she said so, too.

—Emily Huntington Miller.

NEW FIELDS FOR THE KINDERGARTEN IN THE SOUTH.

MARION S. HANCKEL, Charleston, S. C.

It is with great pleasure that I respond this morning to your invitation to speak on the Kindergarten fields of the South.

I feel as if this were a true reciprocity meeting, and as our Kindergarten creed is built on this law of universal brotherhood, there must be a warm feeling of fellowship, between every kindergartner, both North and South, before we can truly say that we possess the true philosophy of Froebel, which teaches that, what we seek we must first find in our hearts, or else we never will find it in the world outside.

It has been said that Americans have no romance, but we are really the most romantic people in the world, particularly in the South.

The way we strive for an ideal, even if we die for it, because we think we are right, is inconceivable to some practical minds—

Illustration Celebration of the Fourth of July at Knoxville.

There is no nation in the world that permits its citizens more freedom in government, in fact, to my mind the United States government permits license, when it leaves to the States many problems which the government, as a whole, should guard over.

One of these is, the lack of real power given to the United States Superintendent of Education, over the school life of the Nation's children.

Few parents or states see any necessity for providing education for children between the ages of four and six, this wonderful fairy period of a child's life, when he is full of the wonder of life, begins to realize that he is an individual with power to re-create the world; and unconsciously to himself and others the habits which will control his future life are forming, slowly but surely for all time. It is an unsolved mystery that any thinking people can imagine that he needs no special training during this period.

I often wonder what Professor Harris would have done in the South if he had had a chance, because the South's greatest pride and dependence has never been and never will be in her natural resources of wealth, which are many and increasing every day; but in the qualities of her womanhood and manhood, for it is, "On God and Godlike men we build our trust," and we proudly realize that we are

35c. to Jan. 1912 Renew your subscription now for next year and have it settled. Remember, this offer is good only to Aug. 25, 1911. **\$1 to Jan. 1913**

heirs of the past, who must care for and guide the future.

The men we honor are not those who have been rich in this world's goods, but rather those who have fought and died for what they thought was right, our patriots, statesmen, poets and teachers; and I am glad to know that there are some now in our Southland, who are making a winning fight for education; and the Kindergarten, as part of it.

There are some trees that have to be trimmed and pruned at a certain stage of their growth, until they look like lifeless stumps, but in time they bud and blossom better than before, and instead of weak branches and few flowers, we have sturdy growth and fruit in abundance; to me, that is a symbol of our work in the South.

The first Kindergarten was established in Richmond, Va., by Miss Schneider of Germany, in 1868, but the child did not thrive in the South until after 1880, when Kindergartens were started in nearly every Southern State—they were in most cases open to favored children only, but during the ten years from 1890-1900, free and public school Kindergartens gained in number over the private ones, so that now we find them in every Southern state, and in only two states do we not find them as part of the public school system in one or more towns; these two are Arkansas and South Carolina, but we are hopeful of having them established in the near future in these states as well.

Kindergarten training schools have had a similar experience; the first was inspired by Mrs. Henry Wood, who had taught the royal children of Germany, and it was conducted by Miss French in Baltimore, Md., in 1879. This school was short-lived, but it planted the seed so that now there are only three states, North Carolina, Mississippi, and Arkansas, that have not several, supported by State Colleges, or private philanthropy and enterprise.

In point of numbers the Kindergartens of the South correspond well, with what I know of those in the North, in cities of like population, but they are still very few, because of our scattered communities, not enough money appropriated for education, poor work being done by Kindergartners, and often little co-operation among the workers, not only in the state itself, but often in the same town, it is not as strong as it should be, but, in spite of all hindrances there are a faithful few who are

doing devoted, splendid work to keep it alive, —they are trying to see it from its biggest side, and realize that—"other peoples' work may be good and worth while even if it is not exactly like mine," and their faith and love will have their reward in time.

In the early Kindergarten days, it was only the favored class who cared for and were interested in having their children enjoy its advantages, but now through the free and public school Kindergartens and the mother's and parents' clubs (which have been formed in connection with them) we find a much wider range of interest, and its influence has spread into the homes, the community life, and into the school grades. This, of course, has been the history of the movement both in the North and in the South, but the North has nothing to compare with a Southern Mill Village, where the Kindergarten is often like a bit of heaven to those unfavored, hard-worked people, who know nothing of the simple pleasures of life, but are always seeking the abnormal delights of undue excitement, as a reaction from the deadly sameness of the Mill work. That is why the presidents of these mills (in many cases) are giving money freely for this work, and why the training schools of the South should fit their students to this work of soul-saving, joy-giving and home elevating influence.

The slums of New York and Chicago of which I know quite a good deal, possess opportunities for the uplifting of its foreigners, which far exceed those existing today in many Southern Mill Villages, where the people are in greater need, so many of them being degenerates in mind, body, and soul.

There are a few, but oh! if there were only more women of culture and refinement in the South, willing to endure hardship, poverty and loneliness, to consecrate their lives to these unfortunates, feeling that it is not necessary to go to Korea or China because the people who need us are walking close beside us, waiting only for the hand of love to be laid on theirs, that hand which will make them raise their eyes and hearts to heaven from whence they came.

In looking over our Southern field, we must not omit the work which is being done for the colored children, who need our especial care as much as the children of the mill-village.

They have their child-gardens in a number of the cities, Savannah, Columbus, Atlanta,

Louisville, Charleston, etc., and there are two colored training classes in Louisville and Atlanta, Ga. The need of them is certainly felt as I have lately had appeals for colored Kindergartners from Knoxville, Tenn., and Savannah, Ga.

I visited a colored Kindergarten in Savannah, a short time ago and was surprised to find it being conducted by a man. He was the pastor of a colored church, whose wife was a Kindergartner, they had been training two girls to help them, but the wife was now ill, and the girls had been obliged to seek other positions that paid them better.

However, that man's enthusiasm for the cause was keeping the Kindergarten together until he could get some one to take it. I felt as if the spirit of Froebel shone from that man's heart and that with such faith, the work would live in spite of everything.

In spite of the dark spots in our field, there is encouragement, too, for there are an increasing number of people interested in and working for the cause—more money is being given by individuals, churches, women's clubs, etc. More school boards are permitting the use of rooms in school buildings for Kindergartens, primary teachers are understanding our aims as never before and in many cases, Kindergartens are being made a part of the public school system, because superintendents realize, that many (so-called) children of six years are too undeveloped for the first grade work.

In the greater number of Southern states the Kindergartens are found only in the largest towns and mill villages, and it is a strange fact that the three states which have the biggest cities, and largest number of public school Kindergartens, have fewer Kindergartens in the state at large, these are Louisiana, Missouri, and Maryland. The only state in the South of which this is not true is Georgia, which has the largest number of Kindergartens, supported by every conceivable means, and where the enthusiasm stretches from Tennessee to Florida and from South Carolina over to Alabama.

Having told you of our strongest state, now let me tell you of Arkansas, which needs my help and yours.

There are but five private Kindergartens in the entire state, most of these are struggling to keep alive, and there are no free or public school Kindergartens.

The Southern Kindergarten Association is

trying to help them, but what we have been able to do is wholly inadequate to the situation.

This Southern field is raising a crop which will not fail to produce good fruit, even if blown as it is by adverse winds of prejudice and ignorance, in spite of there being too small an amount of money appropriated for the number of children who need to be in school and lack of appreciation on the part of parents, who, like the ostrich with its head in the sand, cannot see things as they really are.

We must thank Professor Claxton of Knoxville for helping to spread the gospel of Kindergarten in the South through the medium of the Summer School of the South where there are large classes every year taking Kindergarten work, with the understanding that they are not to go out and open Kindergartens on the strength of a six week's training.

Then at Knoxville, was organized in 1905, the Southern Kindergarten Association, by Miss Amalie Hofer, now Mrs. Jerome of Chicago, who was and still is, head of the Kindergarten department.

She conceived the idea of unifying the Kindergarten work of the South, through organization, so as to promote good work and condemn the poor variety which was doing so much harm everywhere. So now if after a course at Knoxville, a girl opens a Kindergarten she does not report it to the Southern Kindergarten Association. I do not know of any such Kindergartens—and I believe there have been very few cases in which it has been done.

The field is ready, the seed is sown, Nature is at work, so are the laborers, and now what shall be the harvest; that will depend upon those who are the leaders, who must train the students, who will be the workers in the field, to not only see the spiritual side of the work, but also the practical common-sense side, so that they may have power to overcome difficulties and cope with emergencies.

The training schools should be centers where girls with partial training, can graduate in less than two years, and where those who have graduated can return for post-graduate work, they should be closely in touch with the best Northern training schools, for inspiration and help in keeping up standards of training, and must know intimately the sectional needs and problems of the South.

To meet the environment of Southern children, we need Kindergartners, who can make

helpful songs, finger-plays and stories, as nearly all we have were written for Northern children, and though our children love to sing "The Orchard is a Rosy Cloud," they have had no opportunity of seeing one, and the answers they give you when trying to get them to picture it, are very amusing, but when we sing "In the Sunny Southland," and about the orange blossoms, they are at home at once, because, have they not gone to Miss H's garden and seen and smelled them.

Southern Kindergartens should be conducted out of doors more than they are. Where I live I am trying to get the directors to use the broad piazzas, that are attached to every house, for table work and games, and unless they are taught in our training schools practical Nature study and gardening, how can they bring it to the children, whose homes are pictures of neglect and ugliness, in the midst of a beautiful luxuriant land.

Only the finest Kindergartners must be sent to the poorest fields if the work is to grow in the South, and Mill Owners must be helped to understand and to demand the very best teachers for the Mill Village Kindergartens and schools, being willing to pay larger salaries than are given in cities, and not less, as is now the case.

So long as it is considered more religious and picturesque to go to the heathen of foreign lands rather than to go and live among the people of our neglected villages in mill, mountain or mine districts, just so long will the great progress of the country, God has blessed so richly, be impeded; a chain is as strong as its weakest link, so we say, and it seems hard to say that our nation is only as strong as the frailest place in its great social frame work.

Because of the seed in the South, having been planted by unskillful hands, (in some places) it is now our part to strengthen those weak spots, before we can convince school boards that the Kindergarten is a necessary part of every child's education. This is the work that the Southern Kindergarten Association has been trying to do, so that now the Kindergarten situation in every Southern state is known, and efforts are being made to help those that wish it. Kindergartners have become more broad-minded, and are readier to help those in other states, and it is a hopeful sign of progress that we are retarded by lack of money, and not for want of honest conviction and consecrated spirit.

Our Southern Kindergarten Association realizes its weaknesses and limitations, but nevertheless, knowing also the problems and difficulties to be faced, it has gone steadily forward in its search for greater truth, keeping the ideal always before it and seeking that kingdom of God on earth which we feel is the birthright of every little child.

We are seeing results, after five years work, for there are more and better Kindergartens, and there has been started an ideal of good work which cannot fail to raise the standard of our training schools.

"We must not hope to be mowers and to gather ripe golden ears,

Unless we have first been sowers and watered the furrows with tears."

It is pioneer work still and the ideal seems far off, but it is enthusiasm which leads to great deeds, and we have that, even if we have no money.

This work will live, because the South is co-operating as never before; we are working together to see our mistakes, and the good in everyone's work. We are more humble-minded and are working in a spirit of love for the universal child, who fills our hearts and minds, so that we see all in one, as well as one in all.

The Duluth-Superior Kindergarten Club had Miss Harriett Milissa Mills, of New York University, give an 8-hour lecture course to them, the week of April 17. The course was attended by superintendents primary and kindergarten teachers, and was most inspiring and practical. The course included the following topics: The Kindergarten Program—two lectures; The Relation of the Kindergarten to the Primary School; The Kindergarten Gifts; The Kindergarten Occupations; Music and Rhythms for the Kindergarten; Organization in the Kindergarten; Stories and Story-telling.

Note.—The kindergartens are a part of the public school system of Mobile through special school laws of Mobile County, and the State Federation of Women's Clubs is working for and expects to secure the passage of an elastic school law for Alabama which will make possible state-wide kindergartens.

N O W **35c. \$1.00** **To January, 1912**
to January, 1913
 NOW is the TIME to renew
 your subscription to Kinder-
 garten Primary Magazine. Offer not good after
 Aug. 25th.

REPORT OF COMMITTEE OF NINETEEN.

The Following Report of the Committee of Nineteen was read by the Chairman, Miss Annie Laws of Cincinnati, at the late I. K. U. Meeting:

During the session of the International Kindergarten Union held at St. Louis in April, 1910, four meetings of the committee were held—Saturday, April 23rd—morning and afternoon; Monday, April 25th—morning and afternoon; ending with a short business meeting on Wednesday, April 27th, to approve the report of the committee to be presented at the business meeting of the Union on Thursday.

During these meetings, brief reports from the four groups into which for convenience in the gathering and arranging of material for further report, the committee had been divided, Miss Blow, Miss Harrison and Miss Hill represented their respective groups, and in the absence of Miss Fitts, the fourth group was represented by a letter from Madame Kraus and suggestions from Mrs. Hughes.

After discussion it was decided that each group should prepare a tentative report bearing in mind the following general lines of thought:

1. Type of program preferred;
2. Principles underlying program-making;
3. Process of program-making, first, with reference to the child; second, with reference to the adult;
4. Concrete illustrations to be given sufficient to make clear the meanings.

It was decided that each group be left free to arrange the form of this report with the above suggestions as a guide.

An advisory committee of men, which had previously been determined upon, was completed with the selection of the following members, all of whom later consented to serve: Mr. McVannel and Dr. John Dewey, of Columbia University of New York, Mr. Henry W. Holmes of Harvard University, Mr. James L. Hughes of Toronto, and Dr. Angell of the University of Chicago.

Resolutions as a tribute of appreciation of the late Dr. William S. Harris, one of the first to accept a position on the committee, were presented to be included in the report to be placed before the Union.

As the result of a circular letter sent after the St. Louis meetings to members of the Committee, the time and place of next meeting of the Committee was decided to be dur-

ing the days preceding the meeting of the Convention in Cincinnati.

The first meeting was held at the Cincinnati Kindergarten Training School on Saturday, April 22nd. Members present: Miss Wheelock, Miss McCulloch, Mrs. Putnam, Mrs. Hughes, Miss Hill, Mrs. Page, Miss Vandewalker and Miss Laws. As there was not a quorum present, it was decided to proceed with the deliberations of the Committee, submitting any matter of decision which needed the consent of a quorum, to the absent members for approval later.

A brief resumé was presented by the Chairman of returns to the several queries which had been sent in the form of a circular letter to the members of the committee:

1. With reference to the consideration of plans for a formal and final report from the Committee of Nineteen—When and how to be presented;
2. The advisability of attempting a small exhibit of work in connection with the next meeting of the Union, as a concrete illustration of some phases of the topic at present under consideration—which, by a majority was not considered feasible or advisable at the present time.
3. As to the function of the Advisory Committee and form in which advice might be presented to the Committee.

Some discussion then followed as to the present work of the Committee in relation to its original motive and plan, and the consensus of opinion seemed to be that a report of progress be made at the meeting of the Union rather than a final report, which it was decided should be deferred until after the Committee could hold another meeting with a larger attendance, thus insuring a quorum.

In the discussions that followed, the suggestion was made that at some time it might be desirable to hold a special meeting of the Committee at the same time and place as the Department of Superintendents of the National Educational Association with a view toward hearing, if possible, a discussion of questions concerning the Kindergarten work in the Public Schools from the standpoint of the Superintendents, if such a suggestion should meet with favor from the Program Committee of the Department and if the matter could be placed by it upon its general program.

Letters from several members of the Com-

mittee indicated a desire that the next meeting of the Committee be held in New York, in which vicinity a majority of the members reside, and, after discussion and the sending of several telegrams, it was finally decided that the Committee should arrange to hold its next meeting in New York during the Christmas holidays next winter, thus giving the Committee more time for deliberation than is possible in connection with the many activities of a session of the Union.

At the meeting in St. Louis the question was raised as to the advisability of gathering together the papers and materials formulated by the members of the Committee since its inception, and it was decided that an effort be made to gather together for preservation, but not for publication, whatever is deemed valuable to retain from the deliberations which has not or will not be incorporated in the final reports.

A sub-committee of five was appointed to gather and edit the material for presentation to the Committee and to the Union, the Committee consisting of Miss Harrison, Mrs. Putnam, Mrs. Page, Miss Vandewalker and the Chairman—the selection was made because of the close proximity in residence making it more possible to come together for discussion and consultation. Reports were read from the sub-committees represented by Miss Hill and Miss Harrison and Miss Fitts, and a short report prepared by Mrs. Hughes in consultation with Madame Kraus.

The report presented by Miss Blow had grown in the preparation into the dimensions of a book, which will undoubtedly be published in book form in the near future, and will thus be accessible to the members of the Union. A request will be made by the Committee to Miss Blow to present a more condensed report that may be included with the other reports of the Committee to be considered at the New York meeting next winter.

In order to make more effective the work of the various groups, which had changed somewhat in relation to membership since the last meeting of the Committee, it was decided to appoint as leaders for the coming year: Miss Blow, Miss Harrison and Miss Hill, and ask each one of the members to ally herself with one or the other of these leaders, or to briefly make an individual statement of the basis for Kindergarten program preferred, defined by typical illustrations which will show its use in daily practice; the

matter to be edited by the leaders for presentation at the next meeting, if possible.

The discussions in the various meetings, while not always productive of lengthy reports to the Union, have been of such nature that the results are to be found in many avenues of the work of the Union—in discussions, papers, work of the committees in the various phases of activity represented by the Union, and above all in the clearer and more definite realization by the members of the Committee of the necessity of a broader outlook and wider vision on the part of the Kindergarten—and a clearer understanding of that which is vital and essential, and which may be presented in various outer forms without affecting the inner meaning. Especially is it considered necessary to avoid hasty generalization, the result of too limited vision and knowledge.

Trusting that at the next meeting of the Union there may be papers of value to be presented by the Committee, this brief report of the work of the present session is respectfully submitted.

ANNIE LAWS,

Chairman.

A WORD OF GREETING

From William Paxton Burris of the College
for Teachers, University of Cincinnati.

This address was given on the occasion of the visit of
the I. K. U. to the University of Cincinnati,
during the late annual meeting

Madam Chairman and Members of the International Kindergarten Union:

During this convention it has been our happy privilege to have as a guest in our home a dear friend of ours who is also one of our delegates. On the day of her arrival it so happened that Mrs. Burris as well as myself had engagements which we were compelled to keep. Accordingly we left our guest for an hour or two with our eleven year old daughter. In spite of the fact that they took a pleasant walk and gathered some violets, the daughter whispered to me upon my arrival at home, "Oh, papa, I am so glad you have come. I have just racked my brain to know what to say." This, but for a different reason, will indicate to you my state of mind at this time. My difficulty is to know what to leave unsaid.

In some lines from the Merchant of Venice,

"You are very welcome to our house;
 It must appear in other ways than words,
 Therefore I scant this breathing courtesy."
 Your worth is warrant for your welcome, and,
 "Come in the evening, or come in the morning,
 Come when you're looked for, or come with-
 out warning,
 Greetings and welcome you will find here
 before you,
 And the oftener you come here the more we'll
 adore you."

In the original of which these lines are an adaptation it reads "kisses and welcome," but for hygienic and other considerations I am compelled to modernize.

More reassuring than words are the deeds of the University in recent years. In 1904, after various sporadic efforts for many years to provide for the professional needs of teachers this University was without even a Department of Education. In September, 1909, such a department was established. Only two months later this department was expanded into a College for Teachers under the general management of the Board of Directors of the University and the Board of Education of this city. The founding of this college was properly celebrated on University Day, Nov. 21st of that year. On the folder of invitation to the exercises on that occasion, a copy of which I hold in my hand, the organization of the new college and a forecast of its work was given in outline. Among other things a professional program for Kindergarten directors, leading to the B. A. degree, was specifically mentioned. On the 5th of the following January, in response to previous proposals of the Dean of this College, the President of the University directed that he work out a plan of affiliation between the College for Teachers and the Cincinnati Kindergarten Training School. Six days later, after conferences with the Principal of the Cincinnati Kindergarten Training School, at that time Miss Mina Colburn, now Mrs. Hillis, a plan was submitted, subsequently adopted, and became effective at the beginning of the academic year 1906-7 with forty-three students of the Cincinnati Kindergarten Training School enrolled at the University.

Limitations of time forbid me to make specific mention of those successive steps which have taken place since that time, or to name those who have been instrumental in the same. I have said enough to convince you that the International Kindergarten

Union is in a hospitable environment, were there any necessity of doing this.

You have been holding your sessions in one of our great high schools. From this you have graduated and it is a great pleasure to now admit you to the University and to thank you for the honor of your presence.

THE KINDERGARTNER A BUSINESS WOMAN.

STELLA LOUISE WOOD,

Minneapolis Kindergarten Association Normal School.

In an essay entitled "Crabbed Age and Youth," Robert Louis Stevenson makes use of the expression "a good artist in life," and states that "the true wisdom is to be always seasonable, and to change with a good grace in changing circumstances." In other words, to be a good artist in life means to be always sufficient unto your own occasions. And it must be conceded that to be sufficient unto the occasions arising in the life of any Kindergartner demands versatility of no mean order. Kate Douglas Wiggin once said that Kindergartners were expected to model themselves upon Raphael, the Apollo Belvidere, St. Cecilia, and Job, and that Job was the only one upon whom we could model ourselves without money and without price. This list is really incomplete for we certainly seem to expect a great many virtues of the members of our profession; perhaps these high expectations might be taken to mean that in our ideal of harmonious development and unity we include all human relations. That to even the teacher of little children the business relation is ever present was evidently the thought of the Executive Boards in assigning this topic. The importance of conscientious care in this direction we can not dispute, for we are often confronted with instances where the result of laxness, an absence of careful attention to detail in this connection has amounted to absolute dishonesty. It is like a neglected corner of the house which may become a menace to the peace or health of the family. So in the multitude of complex relationships, the Kindergartner must realize that the business relationship is one which can not be ignored. It is the office of this speaker to plead for the inclusion of this portion of our duty in the category of those things upon whose successful performance we pride ourselves. If we listen to the complaints of the supply dealer we glean the fact that in this

matter of ordering material business-like methods save a world of annoyance and delay. Often the interests of the Kindergarten as a public institution are jeopardized by careless and incompetent management of this very necessary part of our work. It does not take a special "faculty" to be business-like, but rather a keener appreciation of the necessity and importance of it. The American woman has the reputation of attaining a reasonable measure of success in whatever she resolutely determines to do, and she should not allow herself to be vanquished by any detail of her work. A supervisor realizes the blessing of a business-like corps when it comes to reports, listing of supplies, any work which takes accurate preparation of data, and she herself must have the capacity for business involved in caring for the interests of the many teachers and children in her department. Sometimes a very dull and stupid little task may become luminous if we but regard it as part of our training for something larger. Sometimes a bit of sympathetic imagination will help us to put ourselves in the place of the secretary or treasurer or supervisor who has asked us for a report or remittance, or list, and then we grasp its relation to the larger whole and see that tho seemingly trivial, it may yet be like one of the tiny wheels in a watch, a cinder in the eye, or a hornet at a camp meeting! Universalize this lax method of yours, and see how disastrous the result. Perhaps as club secretary you have received a bulky envelope with sundry formal looking blanks to be filled out and returned to the sender "at your earliest convenience; perhaps the bill for the club dues has come, and the federation treasury needs the money sadly, but "one little bill" to the club treasurer does not seem very important, and so is allowed to lie neglected. On the other hand, perhaps some club secretary departs for Europe, never thinking to send to the federation secretary the name and address of her substitute or successor, and so important documents either pile up at the home of the absent one, or follow her winding and devious way in foreign parts, while the home society wonders why the delegates tickets have not come, and why the report of the nominating committee has not arrived, and why the programs which were to be distributed to stimulate interest in the meeting have not appeared! And very often the federation secretary is sternly reproved, and she sup-

ported by a sense of duty done, passes on the reproof to the postal authorities! One is acutely reminded of the classic tale of the missing horse shoe nail.

It often falls to the lot of a Kindergartner to appear before a board of education with a clear statement not only of the educational importance of the Kindergarten, but of its administration as well; material, equipment, salaries, relation to other parts of the school system, and in the light of this duty, many small details which have seemed unimportant assume their right relation. A business-like perception of the value of the time of this august body is a large factor in the success of this Kindergarten appeal, for while to us the Kindergarten is of paramount interest, the body to be addressed has many other departments under its charge, and must of necessity regard the Kindergarten as but one part of the great whole. Therefore, my dear sisters, be brief, and yet more brief. State your salient points in the most concise and effective manner of which you are capable, and remember that it is possible to present even spiritual results in a way which will impress even the most hard-headed member with the value of the virtues you mention. In sending a letter of application to a busy superintendent let us try to put ourselves in the superintendent's place, and try to discern the things which he would think most important. He cares infinitely more about our preparation, experience, general attainments, health, and references than to know that we have an invalid mother to support, that we "dearly love little children," and "feel" that we can do the work. These are vital facts to us, but in reality are personal details, and not of general interest. Without making our letter as meagre as a market report, we can give the necessary facts in brief space, and win the gratitude of the one who has many, many such letters to look over. If we are to mingle ever so slightly in the business world we must at least learn enough of its language to make ourselves intelligible, and to win respect for ourselves and our cause by the manner of its presentation. This need not at all involve anything from which a gentlewoman would shrink, a man does not respect a woman less because she can quietly and briefly make a business statement which enables an executive body to grasp at once certain important details which must be understood before an educational interest can be assumed, nor be-

cause she can draw a check with accuracy and despatch, keeps her receipts carefully filed, pays her taxes on time, has a working knowledge of life and fire insurance, and at least a glimmer of an idea of the binding nature of a contract. It is so true that whatever is worth doing at all, is worth doing well, and whether it be the business details of a small private Kindergarten, a supervisor's larger parish, a club secretary or treasurer, or an officer in a federation, the prompt and business-like discharge of these duties is a matter of as great dignity as the more definitely educational functions. Office brings obligation, and the obligation should be taken as seriously as the honor. We need a deeper, more profound sense of responsibility in this great nation of ours, almost all of us, from the school boy to the voter. Again we repeat that to view things in their relation, their wholeness, their unity, is to maintain the balance, and to grow in knowledge and grace. In speaking of the average wage-earning woman Juliet Wilber Tomkins says, "The average girl's horizon is bounded on the north by her clothes, on the south by her social relations, on the east by her private hopes, and on the west by her income; four solid walls that shut out very thoroughly the world's light and movement. She can never go very far in any but mechanical work until she climbs out into wider horizons, and she will remain at the world's mercy until she opens her mind by an interest in whatever happens outside her circle of acquaintance." This is perhaps a rather drastic statement of what is in a measure true of many of us but we will let its unpleasantly sharp points serve to make it like a burr to stick fast in the memory and remind us of what is true, that to be "unrelated is to be uneducated." If each new experience is training for something greater still to come, let us welcome each new duty, new honor, new opportunity as so many promises for a greater usefulness in the future. So in the performance of any business duty which may present itself, let us make it as perfect as we may, because as "good artists in life" we *love* good work; let us make it accurate, because we *love* the truth; and let us be mercifully brief, because we *love* our fellow workers! And in view of the glorious possibilities of the future we can say with Kate Douglas Wiggin, "It is better to be ready, and not be called for, than to be called for, and found wanting!"

GUIDING THE ATTENTION—THE CHILD'S PART AND THE TEACHER'S.

Paper by Geraldine O'Grady of New York, in discussion of address prepared by Frank A. Manny of Kalamazoo, for late I. K. U. meeting.

I wish to begin by explaining that I understand Mr. Manny's reference to "isolation," and "segregation" to mean the question of individual values in each exercise as compared with relating them.

The organization of subject matter must be regarded from two points of view, the child's and the adult's, if we are really to educate.

Subject matter in the school is a very important thing, and its importance has only been truly seen in the last thirty years. Before that time the mechanics of reading and writing and of the processes of arithmetic, the statistics of history and geography, were drilled into pupils with little or no regard for ideas. A great change has taken place: Our school readers, writing, and arithmetic are based on actual experience, history and geography are no longer dead statistics, but the study of past and present conditions in their relation to our own life. Much of the credit for this, especially in the higher grades, must be given to Herbart and those who have studied his work; that the subjects and their relations and organizations were made of importance, was a great revolution, and its consequences are real and most helpful to the child and to the teachers.

When we have gained a new idea, ourselves, we all of us, feel the missionary spirit, we feel that the same idea would help every one else, if we could only show it to them, and consequently our teachers especially of pedagogy and method, have been striving to inoculate all whom they taught or influenced, with the principles of the Herbartian awakening: the importance of subject-matter, the necessity of its organization, in order to its successful presentation, so that it should be as thoroughly assimilated as possible by the pupils. In the word "Presentation," we have the key-note of this point of view. It is to be material for instruction, as well chosen as possible, as well prepared, organized and related as possible, but it is something to be done by the adult for the child, and it is from the adult's point of view. One important difference between Herbart and Froebel, is that the one has wholly the adult's point of view and the other has also that of infancy. When we consider the minds, education and lives of these two men, we can see how everything

helped to make this difference. Herbart was an extremely delicate child, who was almost cut off from the activities and companionship of other children, and of so precocious brilliancy that he was able at twelve years old, to write an essay on Philosophy. His brilliant mother and a clever tutor devoted themselves to this one child's instruction. No wonder that he saw how much could be done for the child by the adult. He had every advantage of education through life, and when he taught, his pupils were the children of cultivated parents, and in small groups under the best circumstances. He had great learning himself, and his effort was to find the most successful way to imbue the minds of pupils, with the learning and the influence of the teacher; his teaching was done wholly in the school room.

Froebel was slow, not precocious, in developing, he was poor, he had little aid from others. He taught all kinds of children. Some of his private pupils had means and advantages, but most of those he taught were of ordinary and some of poor or peasant parents. In Pestolozzi's school in the orphanage at Burgdorf, and at Blankenburg, he taught great numbers together and not only in school, but out of doors, and by means of their own activity or with active materials. No wonder he realized how valuable was what the child could do for himself, and that doing was greater than teaching. As he went on in life he taught younger and younger, more undeveloped children, getting always closer to the point of view where experience and activity, not subject-matter, is the point of departure. Froebel states his point of view very clearly in the *Mother-play Commentaries*. As to intelligence, "Mother, you will prepare your child thro' doing, for seeing, thro' the exertion of his power, for its comprehension." As to character, "there is but one preventive of wrong activity, but rejoice, friends of childhood and humanity, for that is right activity, an activity as persistent as it is fit and lawful; which is not alone of the head—but also of the heart and the hands." Since this is Froebel's idea we should observe how far he has planned for organization of material in connection with it.

As to experience of childlife, he has suggested them in many places, but more definitely than elsewhere in the *Mother-plays*. I once re-worded those experiences somewhat as follows: Mother and Home: Hopping,

skipping and jumping: Wind and weather: Times for doing things: Things that Change: Flowers and fruits: Going for Walks: Animals, Birds and Fishes: Hands and Fingers: Friends and neighbors: Sun, moon and stars: Busy workmen: Good and naughty children: Making Music: Making Pictures: Going shopping: Going to church.

This is of course from the child's point of view; but these experiences are the starting point for the educative activities, the activity of observation of perception, of wonder, the activity of effort or will, and above all the activity of attention. It seems to me that Froebel's effort is to awaken by experience the child's activity of all sorts and by choice and emphasis on particular experiences, to direct and guide his attention; for what we constantly attend to while we are active, must form habits, both bodily and mental and therefore characters. But we must remember that the moment we think about the subject-matter rather than the experience and activity, we are apt to fall into the old error of thinking about instruction and information, rather than doing, feeling, and thinking, and to emphasize our part rather than the child's. In the kindergarten we do not plan to make instruction our aim, but development, growth; in power in perception, in sympathies, in habits, and in that attention, which is "executive, rather than receptive and reflective" as with older students. Furthermore if I read Herbart right his idea of cultivating many-sided interest was by studying subject-matter in a broad, many-sided, and thorough way. We all know that any subject studied in this way does become deeply interesting, but this belongs to later school life and to older children, and means the course of study carried out through years of work. We all know that this is possible in German schools, to a greater extent than with us for children have longer hours and fewer holidays. But this thoroughness is not possible nor desirable with young children. (I quite admit that Herbart's idea has been applied or attempted by his followers, with young children, but I am sure it is not what he intended and the results seem to me to produce trivial and artificial extensions of the subject, just because depth and completeness are not possible). A young child's mind is like a plant or a branch that is full of buds. It is full of tiny starting points of thought and ideas, but just as it would be absurd to try to force one bud into

completeness, then another, and another, so it is absurd to force one of these bud-thoughts to completeness in a day or even in a week. The started ideas take their turns in growing almost invisibly as the buds do. They need weeks and months of progress, being fed by new experiences as the bud grows by more feeding.

I saw not so long ago in a large city school a kindergarten program where I counted nineteen exercises about chickens in one week. Do you suppose those children had no thoughts but of chickens, and needed no room for others?

A young kindergartner once said to me: "It seems as if the children were just beginning to take up the subject of the week when I am ready to leave it." Poor mites, they probably had been wandering back to thoughts of previous weeks which were not allowed room for expansion, because of the tyrannous "thought of the week." I believe in so organizing the material of the week, the month and the year, as to leave plenty of opportunities for the children's responses to and growth in their previous experiences.

As to the objects and materials used in the kindergarten, they have been already so organized by Froebel, as to set in action curiosity, comparison, imitation and other activities of the children; but a great deal of the activity is in the direction of experiments in physics and in movement, which are hampered and choked off by the insistence of the kindergartner on her subject-matter. It is as unreasonable to think of ideas to be illustrated in certain gift exercises as it would be to have "Subject-matter" considered in a basket-ball game, or in experimentation with liquid air. I once saw in a large Normal school an effort made to carry out a uniform lesson plan for the kindergarten and all the grades putting subject-matter first and method afterwards. I have copies of some of the plans and will give two examples.

Exercise with large fourth gift.

1. Subject Matter.

(1) Content of Mines.

(1) Different metals that come from mine—iron, gold, etc.

2. Other things that come from mine—precious stones.

3. Tools used in getting them out.

4. Where the things go that comes from the mines.

(II) Aim. To have children get an idea of

how many things come from mine, and what they are used for.

(II) Method.

1. Tell the original story of how the Queen got her Crown.

2. Do you suppose those men worked hard to get the gold and pretty stones out of the mines.

3. If we have the fourth gift blocks, what could you build for me.

4. What kind of a mine is yours?

Bead exercises—Thursday, Feb. 18th, 1904.

1. Subject-matter.

(1) George Washington as a man and a soldier.

1. His bravery and helpfulness.

2. What he did.

(1) *Not afraid* to help people who were in trouble, and to protect them from further trouble.

(II) To give the children the idea of bravery and service, as exemplified in an American man and soldier—George Washington.

(III) Method.

1. What was the name of the soldier we talked about this morning?

2. Do you know any other soldiers. Did they stand very straight? Show me how straight. To what kind of music did they march? Let us play the drums and the fifes and the trumpets.

3. Have you ever played soldiers?

Do you like to play soldiers.

4. I wonder if any of you can tell me what color soldier's coats are. Do they ever wear red or green or blue coats? I have something in this box that would make beautiful little soldiers. I want you to watch very carefully how I make my little soldier and afterward you shall each make one.

It ought to be obvious to anyone with common sense, that the materials are not suited to illustrating subject-matter of this kind, also that the child wants to be active, and not to hear subject-matter. The small amount of attention he has to give is absorbed by the material and the process of building or picturing, and when he is thus attentively and happily active, he needs no subject-matter or can supply it by himself, from his own thoughts. A few exercises of the week may be planned, perhaps three for illustrative work in connection with the song or story, or experience given, but I believe that far too much of it is done.

Lastly does not the effort to organize all work in relation to the Subject-matter of the week result in external connectives because they are the easy and obvious ones? When the International Union met in New York you will remember that there was an exhibit of work from all over the country. One large city training school with an allotted space of twelve cards, gave six of them to turkeys and pumpkins; surely the harvest Thanksgiving festival has worthier ideas to present than these, and if the other ideas are not possible to express in material, which can hardly be the case, is it well so to over-emphasize a trivial one as to push all others out of sight?

One word more as to the tendency to "organize" the days work about trivial ideas. I notice this more and more of late years. I have a newspaper clipping describing a day's program in kindergarten based on Hallowe'en. Now Hallowe'en has a deeper meaning than the one emphasized by the ladies' magazines and the shop-windows, to sell their wares; but that deeper meaning is not for young children, and what right have we to waste a whole day on emphasizing the jokes and fancies that are based on old superstitions and to call this educational work?

How willing Froebel is to leave the bud thought to grow after directing the child's attention to it! I would remind you of the Weather Vane commentary where twelve examples of the child's activity in connection with the wind are suggested, but when the child asks a question a partial answer is given, leaving him to wait for and look forward to further knowledge, as well as to have faith in what he cannot understand. Have we not faith enough in self activity to believe in further growth after the child leaves us? In the patriotic conceptions, for instance, is it not certain that he will get enough and too much of it later on without our planning for it adnauseam.

I would stand for a program which makes self-activity its guiding principle: I urge that we have over emphasized the adult conception of unity; which ought to come by the progressive development of the self-activity of all the children together, co-operating and reacting on each other. Froebel's idea of this "inner connection" means, I believe, that if there is a real relation between the material or idea and the child's needs, he will make his own connection as far as it needs to be made.

I have lately seen several kindergartens where the children were pasting butterflies which had been cut out by the teacher. These were connected with the Easter thought, but they were the teacher's, not the child's, expression of a butterfly, and the children, working with pieces of parquetry, could have made butterflies equally satisfactory to themselves, and also expressed several other ideas, which they could not do with material which was limited to one form and could not be used for any other. Thus their self-activity and expression was hindered. It was hindered in another way because coming to the end of the material too soon they became disorderly, or idle.

Play is the true correlating activity; not our play, but the child's. It is the form his thought takes, and we may leave that part of the thought to him.

THE IDEAL KINDERGARTNER IN HER RELATIONS TO CHILDREN.

RUTH WATERMAN NORTON.

Several times recently I have been placed upon the defensive by people who thought they had proof positive that Kindergarten methods were at basis wrong. In one instance a High School teacher tried to unload all her woes upon the Kindergarten by asserting that all the pupils in her class who had received Kindergarten training, would not study her subject of History unless it was made play to them, and that all the pupils in her class who has entered school without Kindergarten training would work without having to be enticed into it. I did not believe she could prove her sweeping statement, but as I was not right on the ground, neither could I disprove it. As I found out that the seventh grade teachers in her school had employed the play methods she scored so, and had adopted devices suitable only for very young children, I felt that the blame should be at least shared by the grades intervening, if, indeed, the whole responsibility might not have been placed there. In this and other instances, however, I have found myself forced to adopt this defense; that there are good and poor Kindergartners just as there are good and poor primary teachers and secondary teachers and college professors; that the Kindergarten principles, rightly applied, should not have the bad results described, but that it is entirely believable that

by a poor teacher they might be so distorted and misapplied that ill instead of good might come from them; that while the big general principles hold good throughout education, the methods of applying them must vary according to the age and development of the pupils; that in the hands of good teachers, the Kindergarten forms the finest of foundations for the rest of the educational process. It is not, then, training alone that makes an ideal Kindergartner. She must also be efficient in applying the Kindergarten principles so that they will be effective.

Indeed one often has cause to wonder whether the possession of pedagogical sense is not more potent than training.

One of my associates in the Normal School asked me recently "What is the difference between the liberal and conservative Kindergartners?" I had two Kindergartners successively in a school of which I was principal and the first claimed to be a conservative and the second a liberal. Their results were somewhat different but in both cases they had a good effect upon the children." And I had to admit that it was quite possible and that, after all, the greatest force in a schoolroom is the teacher's personality. A good teacher, from either camp, obtains good results. If she is wholesome and intelligent in her thinking, she will use the best of any line of thought and make it truly educative.

Because the public estimate of the value of Kindergarten work depends so largely upon the effect which the individual teacher has upon the children, because "the touch of the teacher is so formative" in contact with young lives, it behooves us to consider occasionally how the ideal Kindergartner should bear herself when engaged in the actual process of training children. Professional instruction can do much for the young Kindergartner, but it needs to be supplemented by good judgment, imagination, patience, tact and all those subtle forces which are summed up in the term "personality."

Education is largely a matter of one human individual acting upon another and this dynamic force of personality accomplishes its highest mission only when well under control. It may run rampant unless the Kindergartner remembers that she is there to develop, to draw out the inner forces of the children. She needs to be careful not to let her own developed and decisive personality overpower the more wavering self-determina-

tion of the children. We have all been in Kindergartens where the various exercises went with a snap and precision almost unbelievable when we consider the lack of self-control usually found in Kindergarten children. Such uniformity and exactness can be obtained only through the domination of a forceful leader who demands and obtains absolute obedience. Such results are sometimes admired by a school principal who cares more for discipline than for true child development, but they are not so regarded by the real child-lover. It is against such procedure that Froebel warns us when he urges that "education in instruction and training shall be passive, following, not prescriptive, categorical, interfering." The ideal Kindergartner cares little for the perfect appearance of her group if she knows that each child in it is, in his own stumbling way, gaining control over his awkwardness, inattention or wilfulness, a control which will stay by him because he has been an active agent in securing it.

Although endeavoring not to interfere with the natural growth of the children in her charge, the Kindergartner is far from being a mere onlooker in the educational process. She occupies an important strategic position midway between the individual with his groping impulses and tendencies and the ideals or standards of society with which her education up to this time has familiarized her. The goal is far-distant and only a few small steps toward it can be taken in the Kindergarten. Not even that first step could be taken, however, were it not for fundamental tendencies in the children making for growth. It is the task of the Kindergartner to detect what may impede the full use of these inborn capabilities, to decide how far it is fair to expect them to develop during the Kindergarten period, and to find ways of awakening in the children some consciousness of the larger meanings of their experience.

The skillful Kindergartner in relation to children, is one who has sufficient imagination to discover what the stumbling blocks are in the case of each individual; for example, why some find it difficult to conform to the conditions of group-life; why others fail to respond to various subjects discussed by the group; why a certain other child fails to work patiently and painstakingly to complete a bit of handwork. Mr. Palmer calls this "a sympathetic creation in ourselves of conditions which belong to others." He says "It

is their perplexities which we must reproduce and—as if a rose should shut and be a bud again—we must reassume in our developed and accustomed souls something of the innocence of childhood.” As aids in this most difficult and fascinating of tasks, it is well for the Kindergartner to know how to detect physical defects which hamper children, to acquaint herself with various emotional types and ways of handling them; to know thoroughly the neighborhood so that she can judge the mental content of her group gained from their surroundings; and, lastly, to get as many sidelights as possible on that most vital of influences, home-training. As we thus individualize children, we cease to treat all alike or to expect uniform results from all and begin to realize that the type child of which we read so much exists only in books.

Besides knowing the things that limit and hinder the children in her Kindergarten, the teacher needs also to be alive to all the possibilities bound up in the present tendencies and temporary interests of her group. Each normal child is endowed with a tendency to do things, to talk, to dramatize, to construct, to draw, to measure strength with his companions, to repeat his own actions and imitate those of others. Out of all these childish expressions of the inner self is to grow the mature appreciation and control of language, art, science, social forces and religion. But possess your soul in patience, oh, Kindergartner, for only crude and primitive phases of the world's culture, will meet your vision in the Kindergarten! Apparently the teacher is spending time and strength over activities which are presently to be discarded. The games she plays with the children will be outgrown; in a few years the children will look upon their own drawings and handwork as too childish to notice; all the pleasant activities of the Kindergarten will be judged by them as play quite unworthy of any regard beyond mere toleration. So far as outer results go, the Kindergartner is indeed dealing with temporary interests; but beneath the surface she is dealing with deep and vital forces. The ideal Kindergartner is helping the child through song and story to find in language an instrument of beautiful expression; she is changing idle curiosity into inquiry after facts in their relations; she is transforming purposeless scribbling into purposeful expression; she is helping the little bodies to become better organized and the souls within them to

become partially adjusted to the demands of the social whole.

The method by which the teacher brings about this transformation without thrusting her own choices upon the children, whether or no, is not difficult to define, but somewhat difficult to practice. The secret consists in encouraging all those aspects of an activity which have in them the possibility of further progress and in ignoring or disapproving the activity which is liable to be fruitless or deterrent. For example, she will encourage the children to confide in her and talk freely of their struggles and aspirations; but she will discourage tale-bearing because it leads towards meanness, a Pharisaical attitude and cowardly dependence upon the greater strength of the teacher. In taking up any experience with the children, she will throw the weight of her interest upon its more vital and permanent features. Thus, all unconscious of her moulding influence, the children are led to select for discussion, repetition, and expression in game or handiwork, the more worthy aspects of an experience. Realizing that the human mind tends to revert to and repeat activities once enjoyed, the Kindergartner has reason to hope that this unconscious choice of the good, will become first an increasing tendency and then a conscious choice.

Having thus led the children to give self expression to the higher aspects of an experience, is there anything else the teacher can do to help the children to discover standards without forcing upon them, willy-nilly, an acceptance of her own standards? I think there are several other avenues of approach but I will mention only one now. We all crave knowledge of how others regard a subject in which we are interested. Especially we value, and are influenced by the opinion of those to whom we look upon as good judges in the matter. I remember that in a certain art class, of which I was a member, the entire class would work upon a single problem of grouping or arrangement and when each had finished his attempt at artistic production, the drawings were mounted side by side and the art teacher told us what he considered the points of excellence in them. We hung upon his words, not, I believe, because we hoped for high percentage in marks on our own work, but because we wanted to learn how to judge of artistic merit. I have long ago forgotten the exact contour and

arrangement of the work he praised, but I have not lost the increase in ability to judge good effects in art. He let us first give self expression as best we could, then he gave us glimpses of better standards. Had he given us the standard first, we should have followed it implicitly and have failed to exercise our own creative powers. He would have failed to light in us that flame of artistic impulse, however feeble, through which alone we could ever become independent judges of art.

This same method is also effective in the Kindergarten. After the children have been encouraged to give their own very best expression of an idea, whether it be by means of drawing, or verbally, or through construction or dramatic action, then they are in the right frame of mind to appreciate and be enlightened by the better expression which the teacher can give to the same idea. Sometimes she takes this opportunity to do well herself that which the children have just tried to do; possibly she praises the successful efforts of some of the children; perhaps in the case of oral expression, she gives them a poem or song which she tells them says "the same thing in a beautiful way." In each case she shows them the "better" standing above their present "best" and is cultivating in them the power of discrimination, thus opening their eyes to possibilities ahead of them. They have a right to know what she admires and what stirs her emotionally. Presented to them at this juncture, this moment when they are most alive to the meaning of the experience, her more perfect expression enlarges, not dwarfs, their personal initiative.

The ideal Kindergartner is trying to lead human souls out of their groping into the light of the world's best thought to preserve originality and initiative, at the same time that she is to a certain extent standardizing the individual. This is a delicate and difficult task and the only thing that keeps up the courage of some of us is that we really long to help little children into the right attitude toward life. We hear young girls who aspire to become Kindergartners say so frequently "Oh, I just love children," that we are inclined to smile at the triteness of the remark. However, if they really mean what they say and not merely that they are amused by childish pranks and that children "tickle their emotions," if they have the higher love or are capable of developing it, they have within them a mighty force. Love for their children

has made timid women brave; has made selfish women self-sacrificing; has developed responsibility in the careless; and it will lead the Kindergarten unceasingly to measure herself and her conduct by her ideals, until she has made herself worthy to do her chosen work and efficient in its accomplishment.

EIGHT STEPPING STONES.

STELLA RAMSEY, AUXVASSE, MO.

A little boy whose name was Howard lived on a very large farm where the tall trees shaded the green grass that grew around the house. Howard loved his home very much. He was a very happy little fellow, always busy, always finding something to do for somebody.

By and by, when he had grown a little larger he persuaded his mother to let him take a nice long walk all alone. So one beautiful bright morning he started on this lovely walk.

He walked a long way; finally he came to a little brook and on each side were such pretty trees of green. "Oh, what a beautiful place," he exclaimed. "Such a fine place for my picnic."

While he was resting he noticed the little frogs having such a nice time jumping in the water. He went a little closer to the bank, and what do you think he saw? Eight Stepping Stones. How he did wish he might cross on them, but his mother had cautioned him to be careful and not go too near the water.

He hurried home to tell his mother all he had seen, and what a beautiful place for his picnic. At last it was decided the picnic would be in the afternoon of Howard's birthday. Ah, but they were happy children.

Now you can understand why all the children were gathered together in the front yard eagerly looking for Howard and his pony and carriage. Soon he arrived and mother and all were starting to the picnic.

The children enjoyed the ride so much, but oh, how perfectly delighted they were when they reached the picnic grounds. They jumped out of the carriage as fast as they could and ran to the beautiful brook Howard had told them so much about.

After watching the fish dart back and forth in the clear water and seeing them eat the crumbs of bread they threw to them, they decided they would like to take off their shoes and stockings and wade in the water. After having obtained the dear mother's consent,

the fun began and oh, such fun! They went skipping and hopping and hopping and skipping across the eight stepping stones until the mother called them to luncheon. The children were delighted with the nice things Mrs. Carpenter had prepared for lunch.

By this time it was growing quite late and it would soon be time for all little children to be at home. So Howard brought his pony and carriage and all the children had climbed in and taken their seats except Helen. She had her foot on the step ready to get in when the wind decided it was time to have a little fun. So he gently blew Helen's hat down the hill and into the brook. "Oh, I can never catch my hat," she said. But much to her surprise it had lodged against one of the stepping stones and she was able to capture it without much effort.

All the children on her return shouted, "Hurrah for the stepping stones."



THE N. E. A. AT SAN FRANCISCO.

DEPARTMENT OF KINDERGARTEN EDUCATION

President, Jane L. Hoxie.....Chicago, Ill.
6021 Woodlawn Ave.
Vice-President, Mary E. Gamble....East Oakland, Cal.
Garfield School Kindergarten.
Secretary, Harriet E. Huggins.....Oakland, Cal.
Director, Kindergarten Training Class.

Tuesday Forenoon, July 11, 9:30 o'clock.

Joint Session with Departments of Elementary Education and Kindergarten Education.

Topic: The School Laggard.

1. Some Conclusions from an Exhaustive Study of Retardation in New York City—Luther H. Gulick, Director, Department of Child Hygiene, Russell Sage Foundation, New York City.
2. Separate Schools with Separate Courses of Study for the Separate Needs of Our Children—S. L. Heeter, Superintendent of Schools, St. Paul, Minn.
3. Speaker and Topic to be supplied.
4. Can We Eliminate the School Laggard?—G. W. A. Luckey, Professor of Education, University of Nebraska, Lincoln, Nebr.

Discussion: Lewis M. Terman, Professor of Education, Leland Stanford Junior University, Stanford University, Calif.

Thursday Forenoon, July 13, 9:30 o'clock.

Music in the Kindergarten.
Stories and Story-Telling.
Nature Work in the Kindergarten.
Control in the Kindergarten.

Friday Forenoon, July 14, 9:30 o'clock.

The Kindergarten as an Ethical Laboratory.
The Use and Abuse of Color.
The Kindergarten of the Future—Frank E. Parin, Superintendent of Schools, Cambridge, Mass.
Speakers for the above subjects to be provided.

A LETTER FROM SECRETARY IRWIN SHEPARD.

To Present and Prospective Members of the N. E. A.:

Dear Friends:—I cannot withhold congratulations to you in view of the opportunity you will have to attend the Annual Convention of the National Education Association in San Francisco next July and to spend



HOTEL ST. FRANCIS, SAN FRANCISCO.

the two vacation months in that city and at some of the delightful resorts in the mountains, or along the sea-coast of California, which is, in my experience, the best vacation district in the United States.

While there are expensive and luxurious accommodations in California as elsewhere, there are also, to a greater extent than elsewhere in summer time, excellent accommodations in the midst of the most delightful and healthful surroundings at more economical rates of living than at any other resorts, summer or winter, in the United States, while the climate in July and August is unsurpassed. The great number of hotels, apartment houses and homes filled during other seasons by winter tourists are largely vacant in summer time and are open to the summer tourists at low rates; especially at the many beautiful seaside resorts all along the coast from San Francisco to San Diego, including, among many other places, Santa Cruz and the Big Trees; Del Monte; Old Monterey; Pacific Grove; Carmel by the Sea; Santa Barbara; Los Angeles; its wonderful beaches, Santa Monica, Redondo, Long Beach; and beautiful Avalon on the Island of Santa Catalina.

I have recently returned from a visit to California and San Francisco to complete arrangements for the

July Convention. All arrangements are practically ideal. The new San Francisco, rebuilt in practically four years, is a marvel of beauty, newness, solidity and modern construction not equalled elsewhere.

The St. Francis Hotel, which had been selected as headquarters in 1906, situated near the center



PALACE HOTEL, SAN FRANCISCO

of the hotel and apartment house district, has again been chosen for the National N. E. A. Headquarters. The new Palace Hotel will be headquarters for California and the Pacific Coast states. The opening session of the Convention will be held in the out-of-door Greek Theater of California State University at Berkeley, after the example of the great Stadium meeting at Cambridge last July.



STREET SCENE, SAN FRANCISCO—SHOWING PALACE HOTEL

The appreciation by our hosts of the loyalty of the N. E. A. to its purpose to hold the deferred meeting of 1906 in San Francisco when rebuilt is shown in the extensive plans for the reception and entertainment of the members, not only in San Francisco, but throughout California. A letter addressed to the Secretary of the Chamber of Commerce of any city in California will bring in return illustrated literature with rates for accommodations and all living expenses in that vicinity by the day or by the week.

Letters for special information should be addressed to Felton Taylor, Secretary of the Local Executive Committee, Merchants' Exchange Building, San Fran-

cisco; James A. Barr, Chairman of the Committee on Publicity, Stockton, Calif.; or to the undersigned at Winona, Minn. Mr. Frank Wiggins, Secretary of the Chamber of Commerce of Los Angeles, will be pleased to send information to all applicants concerning that city and section of California. It is also advised that application be made to the agents of the several transcontinental railway lines for information as to rates, stop-over privileges and other matters of interest to intending tourists.

IRWIN SHIPARD, Secretary.

The Executive Committee of the National Education Association is authorized to announce the following railroad rates, local arrangements, programs, and the like, for the **Forty-Ninth Annual Convention** to be held in **San Francisco, Calif., July 8th to 14th, 1911**. The National Council will meet **July 8th and 10th**; the General Sessions and Departments **July 10th to 14th inclusive**.

RAILROAD RATES.

The railway lines of the **Transcontinental**, the **Western** and the **Southwestern Passenger Associations** have authorized very low rates to San Francisco, based on **one fare for the round trip**, or **\$50.00** for the round trip from Missouri River points and **\$62.50** from Chicago, as noted in the table below. Rates from the following principal points will be:

	Via direct routes in both directions	Via North Pacific Coast in one direction
Ogden; Salt Lake City.....	\$30.00 35.75	
Albuquerque; El Paso.....	40.00	\$62.50
Cheyenne; Denver; Colo. Springs..	45.00	60.00
San Antonio; Houston; Dallas....	50.00	70.00
Missouri River Points.....	50.00	71.75 65.00 (a)
St. Louis.....	57.50	72.50
Memphis	57.50	77.00
New Orleans.....	57.50	77.50
Peoria	59.25	74.25
Minneapolis; St. Paul.....	63.50	71.75

(a) Return to St. Paul.

Rates corresponding to the above are offered from intermediate points.

Dates of Sale—The dates of sale will be June 27th to July 5th inclusive.

Transit Limits—Tickets must be used for arrival in San Francisco not later than July 14th and for return to starting point not later than September 15th.

Validation—All tickets must be validated in San Francisco for the return trip not to exceed one day in advance of departure and only when tickets bear the stamp of the Secretary of the N. E. A. certifying to holder's membership therein.

Stop-overs will be granted on the going trip at and west of St. Paul, Missouri River gateways, Memphis and New Orleans; and on the return trip at and west of Chicago, St. Louis, Memphis and New Orleans within transit limits. Membership certificates should be obtained and railroad tickets stamped with certificate of membership on arrival in San Francisco not later than July 14th, at the registration headquarters of the N. E. A.

Optional Routes—Abundant choice in selecting different routes for going and returning journeys is offered.

It is advised that all intending purchasers should at an early date consult local ticket agents or nearest representative of Transcontinental lines for fuller particulars regarding routes and ticket conditions. A great variety of side trips at low rates are offered from stop-over points en route in both directions. All ticket purchasers are advised to read carefully the ticket contract at the time of purchase and learn definitely regarding regulations for stop-overs, validation and the like.

The Eastern Canadian Passenger Association has authorized western gateways, added to rates to be tendered therefrom. The Grand Trunk Railway, the Wabash Railroad and the New York, Chicago and St. Louis Railroad (Nickel Plate) of the lines of the Central Passenger Association have announced their intention of accepting the tender of rates and ticket

conditions of the Transcontinental Passenger Association and putting into effect corresponding rates from all points on their respective lines. This action will insure a one-fare rate from Montreal, Canada; Buffalo, and other points, to be added to the rate announced from Chicago.

The Grand Trunk Railway and the Canadian Pacific Railway authorize rates to San Francisco for the N. E. A. Convention from points named, as follows:

	Via direct routes in both directions	Via North Pacific Coast in one direction
Montreal and Ottawa.....	\$80.50	\$95.50
Toronto	73.50	85.55
Buffalo and Suspension Bridge..	73.00	85.00

The dates of sale westward from Kingston and Renfrew will be June 27 to July 5 inclusive. Eastward from those points tickets will be on sale one day earlier, with final limit for return September 15.

The same rates from Buffalo and Suspension Bridge and a round trip rate of one lowest one-way first-class fare in all probability proportionate rates from points on their respective lines will be put in force also by the Wabash Railroad and the New York, Chicago & St. Louis Railroad and on the Grand Trunk Railway from Detroit, Port Huron, and other points in Michigan.

The Central, the Trunk Line, the Southeastern and the New England Passenger Associations have not as yet announced special rates for the San Francisco convention, but since they have already granted a rate of one and one-third fare to eastern gateways of the Transcontinental Association for other Pacific Coast conventions, it is confidently expected that the same rate will be granted for the N. E. A. Convention. In any case it will be seen that the one-fare rate available from Montreal and Buffalo by certain lines will enable members from eastern states to secure a very low rate via the lines named, in case the same rate should not be made by all Trunk lines.

Only those who register as members and obtain membership certificates and official N. E. A. badges will be entitled to assignment to accommodations, admission to meetings, special entertainments and receptions, reduced rates on excursions and many other privileges provided for members by the San Francisco Local Committee. Since any person may become an Associate Member on payment of two dollars membership fee at the Registration Bureau, all persons may secure all privileges of the Convention.

And now let the teachers of America do everything possible to make this meeting the greatest in the history of the Association. The trip to California at the greatly reduced rate should of itself prove a strong inducement to go.

Eight hours to sleep, and two to walk,
And three to eat and laugh and talk,
Six for study every day,
Five are left for work and play.
Eat well, sleep well, work well, read well,
And your life will always speed well.

When'er a task is set for you,
Don't idly sit and view it;
Nor be content to wish it done,—
Begin at once and do it.

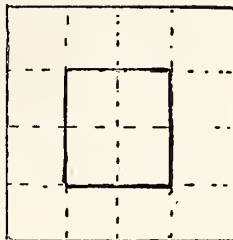
If eheats gain wealth and fame
They lose tenfold
The worth of the gold
When they lose their own good name.

A PRACTICAL SYSTEM IN FOLDING, CUTTING AND MODELING.

II

BY A. LOUISE WOODFORD, OSHKOSH, WIS.

(Continued from last issue.)



(4h)

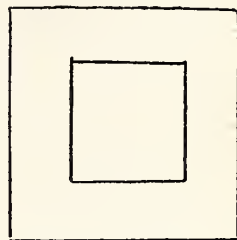
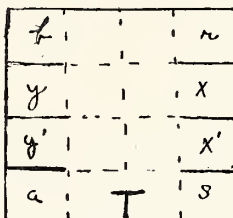


Photo Frame

Paste strips on the back to hold the photo in.

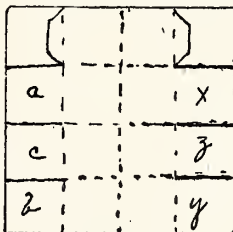


(4i)



Barn

(4i) Fold and paste x to fit over x' and y to fit over y'. Paste a and b over y and y' and r and s over x and x'. Cut double doors in the side.

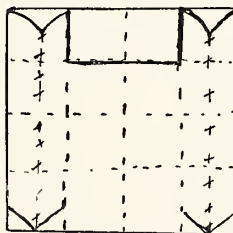


(4j)



Glove Box

Fold and paste x and y over z; also a and b over c.

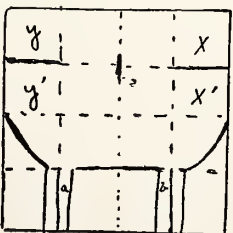


(4k)



Sled

Fold and paste on lines indicated by x x x on either side.



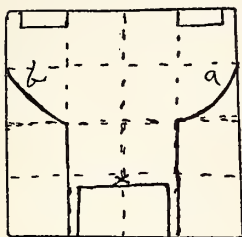
(4l)



Wheel Barrow

Fold and paste x to fit under x' and y to fit under y'.
Fold a and b down for legs.

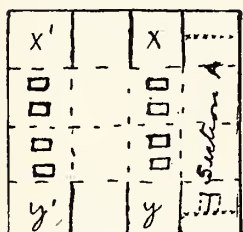
Cut a circle and fit in at the front for a wheel.



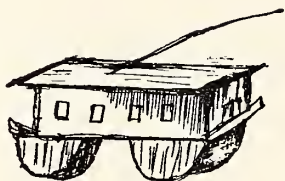
(4m)

*Sleigh Runners*

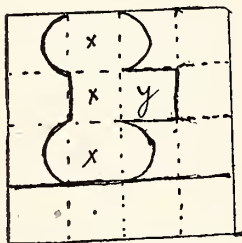
Fold a and b down for runners. Fold x up for the dash-board.



(4n)



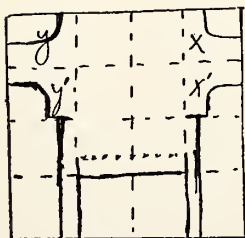
Fold and paste x over x' and y over y'. Section A is the bottom of the car. Bend the x x x lines up for platforms. The bottom of the car is held up by the wheels.



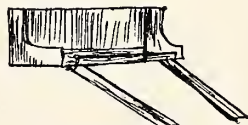
(4o)

Wheels for Street Car

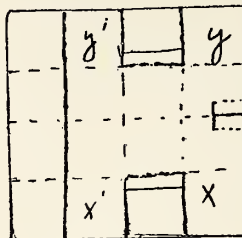
The square y is to be fitted under the side of the car top to make it firm. Paste sections x to sections a of the car top.



(4p)

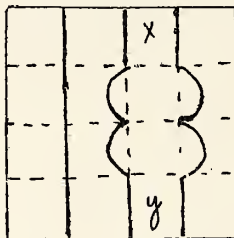
*Sleigh Top*

Fold and paste x over x' and y over y'. Paste this seat on figure 4m.



(4q)

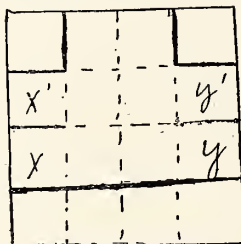
Fold and paste x over x' and y over y'.

*Top for Milk Wagon*

(4r)

Fit x and y up in the top of the milk wagon.
Paste these.

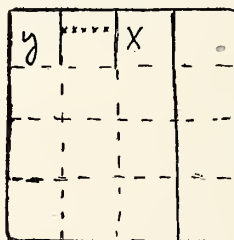
Slats may be inserted for thills.

Wheels for Milk Wagon

(4s)

Fold and paste x over x' and y over y'.

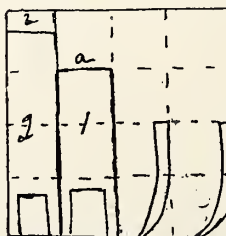
After the bench is pasted, the legs and back may be cut fancy as in the picture.

*Bench*

(4t)

Fold and paste x over y.

The legs may be cut out after pasting is done.

*Couch*

(4u)

Paste section 1 under 2, having edges a and b even.
On the creases already made, fold the seat of the chair up and the legs down. Rockers may be added.



BOOK NOTES

PHOTOGRAPHIC HISTORY OF THE CIVIL WAR: We have received the first volume of this wonderful history and it is so intensely interesting that the writer, a business man without leisure, would gladly read it from cover to cover at a single sitting if that were practical. But as it is not he snatches odd moments from time to time and frequently it requires the second or third call to luncheon to transfer his mind from the stirring scenes of '61 to things material—internal. This history will be complete in ten volumes, containing over 3,500 illustrations, from photographs taken chiefly by a famous New York photographer of that time named Brady and a number of his trained assistants, the work having the approval of President Lincoln. Brady and his assistants followed the armies throughout the war, taking many views of troops in action, sometimes within the confederate lines and exposed to dangers hardly less than the soldiers themselves. So realistic are the views that the clay of the Southland can be easily distinguished on the wagon wheels and cannon mountings, while the facial expressions of the dead and dying in battle as well as the tense look of those engaged in mortal combat are noted with but little difficulty. The Review of Reviews of New York has this work in charge, and will doubtless send full particulars in response to a postal card request.

TRACING POETRY IN THE GRADES, by Margaret W. Haliburton, and Agnes G. Smith of the State Normal School, Farmville, Va. This volume should be in the hands of every teacher. It takes up many familiar poems, giving definite instructions how to teach them, and at the same time methods of treatment that can be applied to all poems. Work from the first to the eighth grade inclusive, is taken up. Substantially bound in cloth, price 60 cents. Houghton Mifflin Co., Boston.

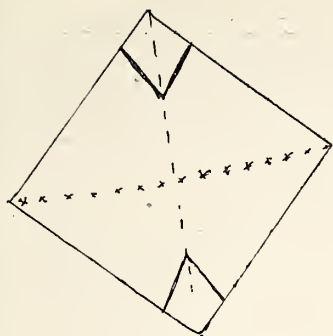
A few years ago Laird & Lee of Chicago, put out a series of six school dictionaries which met with a wonderful sale, and now they have added two new editions. A postcard addressed to Laird & Lee, Publishers, Chicago, Ill., will bring full information relative to this most complete series of up-to-date dictionaries at reasonable prices.

THE HEART OF A BOY: This book should be in the hands of every parent and of every teacher who has anything to do with the training of boys. It is a beautiful volume, nicely bound in cloth. Price, 75c. Laird & Lee, Chicago.

Washington, D. C.

The Mothers' Congress, held in Washington, D. C., last month, was one of great value and significance.

As a matter of interest to Kindergartners, it was the pleasure of the seniors of the teacher's training class, of the Washington D. C. Kindergarten Normal Institute to meet Miss Elizabeth Harrison in the East Room of the White House, at this time and two days later, to form part of her audience at Rust Hall, where she delivered an inspired address.



(I)

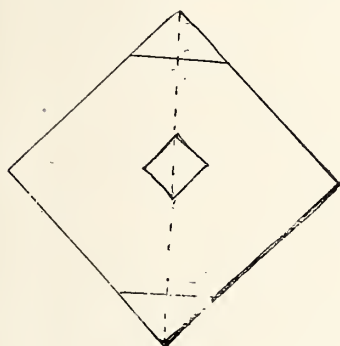


Butterfly

While the paper is still folded cut out the corners opposite the closed edge.

Cut in about two-thirds of the distance from the center.

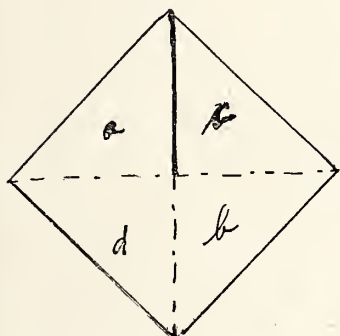
Fold x x x. By raising and lowering this it flies.



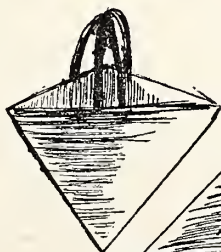
(1a)



Valentine



(II)



May Basket



Soldier Cap

For May basket paste a over c. Add a handle.

For the Soldier Cap, paste a over b. and c over d.

(To be continued.)

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

USE OF GILT STARS.

There are few things that can be used to better advantage in the school room than those little Gilt Stars sold by kindergarten and school supply houses. Write names of pupils on cardboard and place a gilt star at the end of the week after the names of all who have not been absent or tardy. In looking over the pupils papers paste a star on the best ones.

BIRTHDAYS.

It requires some watchfulness to remember the birthdays of the pupils and to celebrate each one with appropriate exercises. Where the birthday of a pupil does not occur on a school day, send a souvenir post card. When a child returns to school after an illness do not overlook a special greeting for him.

COLOR AND COUNTING GAME.

Place a hundred or more half-inch kindergarten beads (spheres) in an open box or basket, to be passed by a monitor to each pupil who can take as many marbles (spheres) as he can count correctly; but the pupil must first name the color he prefers and if he errs in selecting the color mentioned by him, he must wait till all have had a trial when he will be given another opportunity to select his marbles. Pupils are then allowed free play with the beads as seat work.

REVIEW OF WORDS.—A GAME OF BALL.

By Grace Dow.

Attach to the first gift balls slips of paper containing the words you wish to review. Select a pupil who takes a position as pitcher in front of the class, and tosses a ball to the pupil at the head of the class. If the pupil can name the word on the ball he takes the place of the pitcher. If not, he throws it back to the pitcher and goes to the foot of the class. The pitcher continues until his place is taken by some one who correctly pronounces the word. Continue until all the words have been correctly pronounced. If preferred, the class can be divided and the side recognizing the most words will be declared the winner.

Kindergarten Bungalows

Pasadena, that is doing a lot of the best things, has a kindergarten scheme that is the best ever. Eight of the school districts in the city have kindergarten bungalows. Each has two large kindergarten rooms, and aside from these are two toilet rooms of the most approved kinds, one for boys and one for girls. There is also a locker room, so that each child has his own locker. There is a stock room in which all material is carefully arranged. There is also a teachers' room, neatly furnished with chairs, tables, and couch, and a teachers' toilet off this room. There is every conceivable equipment for children and teachers. The entire cost is only about \$3,500.

—*American Primary Teacher*

Miscellaneous Suggestions.

My pupils each own a tiny pasteboard box cover within which the lead pencils are sharpened, thus keeping lead-dust and shavings from the desks, books and clothing. We use empty cold cream jars for dishes in which to wash the brushes in water-color work. A piece of blotter kept on the desk while painting is a much neater means of drying the brush and just as good as a cloth. In preparing our stage for our school entertainment each pupil brought from home a common white sheet. These were basted together and hung on a wire by means of large safety pins pinned through the hems. The pins run easily along the wire and the curtains were pulled into place without being soiled or torn.

A Teacher's Resolutions.

C. F. PIKE, ITHACA, MICH.

1. To look on the bright side.
2. To talk less and teach more.
3. To help pupils help themselves.
4. To earn more than I am paid for.
5. To care for the health of my pupils.
6. To read from a good book each day.
7. To teach wholesome truth by example.
8. To be what I would have my pupils be.
9. To be clean in person, speech, and thought.
10. To keep my head cool and my heart warm.
11. To remember the joys and forget the sorrows.
12. To follow the footsteps of the Great Teacher.
13. To awaken minds and develop thinking power.
14. To know my pupils better and love them more.
15. To get all the good, clean fun out of life that I can.
16. To teach the dignity of labor and joy of service.
17. To take at least thirty-minutes' open-air exercise each day.
18. To be loyal to my pupils, to my patrons, and to my board.—*Journal of Education.*

Quick Work

Let your pupils distinguish with rapidity between each two of the following things, telling how the first is unlike the second; how the second is unlike the first: a bolt and a lock; a watch and a clock; a sled and a boat; a chair and a bed; a spoon and a fork; a pail and a basket; a hammer and a chisel; a pen and a pencil; a pin and a needle; thread and yarn; a pamphlet and a book; a paper and a magazine; coal and wood; butter and cheese; cotton and wool; gold and iron; a horse and a cow; a hen and a goose; a cat and a dog, a rat and a mouse.

The following can be used effectively with pupils sufficiently mature:

Tell why the following words might suggest each other: Elephant, banana; bee, sugar; cow, corn; tiger, cocoa; horse, potatoes; sheep, silver; frog, rubber.—

American Primary Teacher.

ETHICAL CULTURE

MEMORY GEMS

KINDNESS.

A kind face is a beautiful face.

Fellow feeling makes us wondrous kind.

Kind looks foretell as kind a heart within.

No enmity so hard and fierce that kindness cannot meet.—Tupper.

TEMPERANCE.

Ardent spirits are evil spirits.

Keep your lip from sip and sip.

Where there is drink there is danger.

A drinking dame—a sight of shame!

Many a child is hungry because the brewer is rich.

Don't let the public house live on your private house.

No gift on earth pure water can excel,
Nature's the brewer and she brews it well.

PROMPTNESS.

Do it today.

Lost time is never found again.

The sooner the better—delay is a fetter.

One of these days is none of these days.

What may be done at any time, will be done at no time.

Good is best when soonest wrought.
Singing labors come to naught.

INDUSTRY.

Doing nothing is doing ill.

Labor overcometh all things.

Employment brings enjoyment.

There are no gains without pains.

Absence of occupation is not rest.

Our duty is to work and not to faint.

A young man idle, an old man needy.

Love not sleep lest thou come to poverty.

Labor—all labor is noble and holy.—Scott.

No life can be dreary when work is delight.—Havegal.

A mind quite vacant is a mind distressed.—Cowper.

Fretting cares make gray hairs.

A fool's fortune is his misfortune.

A boaster and a fool are two of a school.

YOUR FLAG AND MY FLAG.

Your Flag and my Flag,

And how it flies today

In your land and my land

And half the world away!

Rose-red and blood-red

The stripes forever gleam;

Snow-white and soul-white—

The good forefathers' dream;

Sky-blue and true-blue, with stars to gleam aright—

The gloried guidon of the day; a shelter thru the night.

BAND GAME.

From Primary Education

In the "Band Game" every child is a great musician and there are as many bands as there are rows of children in the room. Sometimes one band is invited to stand in the front of the room to show the other children what instruments are to be used each time. The children sing or recite together the following lines, varying the words and motions according to the various instruments, which are to be played upon:

We are some young musicians,

From Flanders we have come,

We make sweet music upon our instruments.

If a drum, beat

Rub-a-dub-dub-dub;

Rub-a-dub, -dub, -dub-dub-dub.

Violin

Fiddle-deedee-dee; fiddle-dee-dee;

Fiddle-deedee-dee.

Horn

Toot-a-toot-toot-toot; toot-a-toot-toot-toot-toot;

Toot-a-toot-toot-toot-toot.

Piano

Tra-la-la-la; tra-la-la;

Tra-la-la-la-la-la.

MEMORIAL DAY.

(For a little colored child who carries an evergreen wreath.)

Oh, who has greater right than I

Memorial Day to keep,

Or place the evergreen on graves

Where dear, dead soldiers sleep?

Tho' I am but a little girl (or boy),

I've heard of bye-gone days,

Of cruel war and slavery,

Of Lincoln, whom we praise.

To those who freely gave their lives

That all might equal be,

Who struck from slav'ry ev'ry chain,

And set a nation free.

To each and all, I bring today,

My tender, grateful love,

And hope that on some soldier's grave

My wreath may lie above.

NEWS NOTES

Louisville, Ky.

The commencement exercises of the Louisville Free Kindergarten Association will be held in the beautiful Central Park of that city, beginning at 5 p. m. The program will consist of folk games, dances and songs, given by the graduating class, juniors, kindergarten teachers, mothers' clubs and children of the public school kindergartners.

New York City.

The lectures given by Harriette Melissa Mills, of the Kindergarten Training School, New York University, during the spring months are very favorably spoken of. Among the points visited were Niagara Falls, Buffalo, Oshkosh, Superior, Duluth and Milwaukee.

In Superior Miss Mills gave a course of four lectures and conducted four round-table periods. Some of the topics of her lectures were: The Relation of the Kindergarten to the Primary School, the Kindergarten Program, Organization in the Kindergarten, the Sunday-School Mothers' Meeting, and other topics.

Washington, D. C.

The commencement class of the Kindergarten Normal Institution was held at Immanuel Baptist Church on the evening of May 26th. The following numbers are among those on the program: A Nature Story, Miss Brenneman; "Sociology," Reading, Miss Peek; The Woodpecker, Miss Harper; Personality, Miss Dunlap. Frederick Froebel, Miss Norman. Truly Successful Life, Hermon Spencer Pinkham. Kindergarten Gifts, Miss Little. Sweet Peas, Miss Gignilliat. The Infant-Mind Shoots, Miss Taylor. Remarks. Susan Plessner Pollock, Principal. Reading--Arthur G. Lewis, Miss Dodd. Rhythmic Exercises, "The Froggie's Swimming School," Teacher's Training School. Prayer and benediction Wilber V. Mallalieu, pastor Union M. E. Church.

Grand Rapids, Michigan.

The Grand Rapids Kindergarten Training School closed its winter term for 1910-1911, May 25th, and a month's vacation will be enjoyed before the opening of the summer term July 5th. The closing days were made especially enjoyable by a particularly interesting and successful series of lectures on Nature Study by Mrs. Anna Botsford Comstock, lecturer for the Nature Study department of Cornell University. The subjects considered were animals, birds, insects, flowers and trees, with field classes in which the students visited the Zoological Park to study animals, and other parks and fields for bird study and for flowers. Twenty-two varieties of birds were discovered one afternoon. The closing lecture on trees was especially enjoyable, the class being entertained at the home of Hon. and Mrs. Chas. W. Garfield on Burton Avenue, where the magnificent trees of this beautiful suburban home were illustrative object lessons for the students.

Wednesday evening the Junior students gave a banquet at the Young Women's Christian Association in

honor of the Senior class of 1911, and the closing event was a lecture, Thursday, May 25th, by Mrs. James F. Breyton of the National Daughters of the American Revolution: The Story of Our Flag, illustrated with beautiful silk flags and appropriate music.

Chicago

Instead of the usual form of commencement exercises, the Chicago Kindergarten Institute give the students an annual reception, with a program of some artistic merit, in which they themselves take part.

This year the class made a study of the "Konigskinder," an opera by Engelbert Humperdinck, the text by Frau Elsa Bernstein (Ernst Rosmer), a work which presents some of the deepest truths of life under a lovely symbolism. The address of the evening by Cannon C. W. Douglas of New York City, consisted of an interpretation of this opera, with an application of its symbolism.

Among the graduates were: Beatrice E. Bolton, Duluth, Minn.; Marian Josephine Brown, Saginaw, Mich.; Orpha Keturah Burnside, Knoxville, Ill.; Alma Gillette Cole, Brooklyn, N. Y.; Ruth H. Davies, Racine, Wis.; Harriet Gladys Evans, Montpelier, Ind.; Marian Rachel Harrington, Erie, Pa.; Anna Marie Mennen, Lafayette-Ind.; Mrs. Edith Wood Payne, Kansas City, Kans.; Edna R. Pool, Ashland, Wis.; Mary H. Steck, Washington, Iowa; Mary Louise Wales, Newark, O.; Shirley B. Watkins, Denver, Colo.; and also the following from Chicago and vicinity: Miriam B. Allen, Signa Helen Anderson, Gertrude Bach, Alice Colton Carpenter, Florence Julia Cowan, Helen Louise Dean, Ethel Arthington Fielden, Ruth Gilbert, Elizabeth Wing Haven, Emma Louise Jacobsen, Alma F. Korengel, Mildred Mary Teach, Winifred Ethelreda Long, Isabel Ruth McCormick, Lucile Mosher, Marie Elizabeth Ressler, Anna Elizabeth Royce.

The Chicago Kindergarten Institute gave an exhibit of hand work during commencement week ending June 1st. The baccalaureate sermon at the Auditorium by Dr. Frank Gunsaulus, and the annual concert last Monday afternoon were features, in addition to the regular graduation exercises, with an address by Elizabeth Harrison.

Winona, Minnesota.

Through letters and personal interviews the kindergarten department of the Winona State Normal School is asking parents to consider anew the value of kindergarten education to young children.

While it is quite generally conceded in this state that such training is desirable for five-year-old children there is sufficient evidence based upon long experiment in many other states that such training is not only desirable but essential and not only for the five-year old but also for the four-year-old children.

As a rule people who hear or read such a statement are inclined to add "Yes, for some of these young children it is essential, for children whose home life is deficient because of extreme poverty or ignorance or shiftlessness or vice, kindergarten experience is, indeed, a veritable blessing, for it brings to them some of the things which are the birthright of every human child. Con

tact with material comforts, industry, knowledge and virtue for a few hours a day will do something towards making up for the defects of the home." That the kindergarten has performed such service for thousands of children can be readily shown by a perusal of magazine articles based upon actual observation of the work of kindergartens established in localities where home and neighborhood conditions were below the standards of wholesome living. Further investigation would show, however, in both such and higher grade localities that the kindergarten is fulfilling another essential function. This has been very definitely admitted in connection with the admission of a number of four-year-old children to the kindergarten of the training school.

Said one mother after another: "I have come to realize that my child has need of companionship other than I can provide in the home. He needs to be with children more nearly of his own age and hence with similar interests and capacities. He needs to be where his many tendencies to be physically and mentally active may be satisfied by organized play and with selected play materials such as home can not furnish."

In some such words as these, these mothers have been expressing the thought which has led over twenty states within the last twenty-four years to lower the school age from five or six or seven or eight to four, in order that the children thereof might come into their proper educational inheritance, the kindergarten, at that time. Wisconsin legislature re-expressed this conviction three years ago when it defeated a proposed amendment to the constitution raising school age from four to six. Today there are over eighty cities in that state that maintain public school kindergartens, where welfare of young children is as carefully guarded as is the welfare of older in grades, high school or special schools.

At the recent meeting of the South-eastern Minnesota Educational Association a morning was devoted to discussion of the kindergarten in this state.

The state department of public instruction was represented by Assistant State Superintendent Tonnig who urged the extension of the kindergarten movement in the state at large. Later a report on the status of the kindergarten in southeastern Minnesota was made. It was stated that only four out of twenty-one cities in this region are equipped with a kindergarten. Since many educators and sociologists and states have given their approval to the kindergarten, would it not be expedient for Minnesota to make the matter of more kindergartens a subject for discussion and investigation?—Clipping from Winona Daily Paper.

Santa Barbara, Calif.

Mrs. Walter Douglas, of Bisbee, Ariz., has located in this city.

Lawton, Oklahoma

C. L. Blair has recently located here, coming from Pasadena, Calif.

East Orange, N. J.

The commencement exercises of the Kindergarten Normal Training Department of the Adams school will

be held June 2 at the Woman's Club House. The program as arranged is as follows:

Quiet Music.

Hymn, - - - - J. A. Hidden

Prayer, - - - - Rev. Howard I. Chidley

Song, "The Morning Sun," - - - J. Gaynor

Words of Greeting.

Songs of Seasons:

Fall and Winter, Jack Frost, - C. Bullard

Spring, March Winds, - - C. Bullard

Summer, Poppy Lady, - - J. Gaynor

Folk Dances:

Italian Dance, Pastorella; Hungarian Dance,

English Ribbon Dance.

Songs, "Bringing the Cattle Home;" Spring Dance,

J. Gaynor

Address, "The Kindergarten Games," illustrated

by three games played by under graduates

and alumnae, "The Garden," "Caterpillar

and Butterfly," "The Bird's Nest,"

Miss Ella Imogene Cass

Song, Lullaby,

W. G. Smith

Awarding of Diplomas.

Patriotic Hymn, "America,"

Informal reunion of alumnae and teachers.

New York City.

Following is the Commencement-day program of the Kindergarten Training School Department of the Ethical Culture School:

Song, "I Know a Bank"—*Horn*, Senior Class; Remarks, Mr. Lewis; Address, Mr. Chubb; Songs, "Fly, Singing Bird"—*Elgar*, Senior Class, "The Fleeting Snow and The Enduring Soul"—*Elgar*, Junior Class; Remarks, Miss Hill; Presentation of Class, Miss Haven; Confering of Diplomas, Dr. Alder; Response for Class, Miss Stromberg; Song, "How Sweet The Moonlight"—*Bendall*, Junior Class.

Among the graduates are the following: Marion Eugenia Altschul, Meda Allen Bagneli, Eretta Lewis Baldwin, Lillian Elizabeth Benedict, Elizabeth Lewis Cleveland, Dorothea Tewkesbury Colby, Dorothy Day, Winifred Doherty, Anne Mary Emanuel, Estelle Woodward Ferris, Ella May Hurly, Mabel Helen Meyer, Florence Adelaide Peart, Dorothy L. Putnam, Florence Rawlings, Katherine Bradford Raymond, Helen Ethel Reid, Madelon Russell, Alma Hamilton Sawin, Irva Marvin Sasscer, Henrietta Isabella Simon, Margaret Irene Smith, Helen Lila Steele, Marguerite Empie Stickles, Elsa Charlotte N. Stromberg, Ethel Clayton Taggart, Mabel West, Isabel Maude Wilden, Alice Theodora Woolley.

Dyer, Tenn.

Miss Minnie Erb, a well known kindergartner of this place, moved not long since to Samos, Va.

Newell, Ia.

Lillian M. Holden, has recently moved here from Stillwater, Minn.

Holtville, Calif.

Mrs. D. E. Kight, has recently located at Hesperus, Colo.

Cheap and Excellent Books

SONG KNAPSACK, 142 songs for schools, 10c; \$1 dozen.

"PAT'S P' .., 124 pp. All the music to the KNAPSACK songs. Sweetest, sanest, jolliest song book made. Cloth, 50c.

PRIMER OF PEDAGOGY, by Prof. D. Putnam. Just what the times demand. Cloth 122 pp. 25c.

MANUAL OF ORTHOGRAPHY AND ELEMENTARY SOUNDS, by Henry R. Pattengill. Up-to-date. 104 pp., 25c.

CIVIL GOVERNMENT OF U. S., by W. C. Hewitt. 118 pp., complete, new, cloth, 25c; \$2.40 per doz. MEMORY GEMS, 1000 GRADED SELECTIONS, by H. R. Pattengill. 143 pp., linen morocco finish, 25c.

MORNING EXERCISES AND SCHOOL RECREATIONS, by C. W. Mckens. New, 267 pp., 50c. PRIMARY SPEAKER FOR FIRST AND SECOND GRADES, by Mary L. Davenport. Fresh, elegant. 132 pp., 25c.

OLD GLORY SPEAKER, containing 80 of the choicest patriotic pieces written. 126 pp., 25c.

HINTS FROM SQUINTS, 144 pp. Hints comical, hints quizzical, hints pedagogical, hints ethical. hints miscellaneous. Cloth, 50c.

SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling" in school.

HENRY R. PATTENGILL, Lansing, Mich.

WANTED—A copy of the Kindergarten-Primary Magazine for October, 1904. Address, Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Position as kindergartner. Graduate of a good training school. Address, W. 278 River Street, Manistee, Mich.

WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1889; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

WANTED—Kinder-garten-Primary Magazine for January and October, 1894, and October, 1897. Address G. Dunn, & Company, 403 St. Peter Street, St. Paul, Minn.

WANTED—One copy each of Kindergarten-Primary Magazine, as follows: June and September, 1894; January, April and May, 1895; October, November and December, 1893; February, 1898; September to December, 1905; January to February, 1906. Address, The University of Chicago Press, Library Department, Chicago, Ill.

WANTED—Back numbers of Kindergarten-Primary Magazine for September, 1909, and February 1910. J. H. Shults, Manistee, Mich.

WANTED—Position as teacher of Domestic Science and Domestic Art by graduate of Milwaukee Downer College. Address, E. J. B. Johnston Hall, Milwaukee-Downer College, Milwaukee, Wis.

American Primary Teache

Edited by E. A. WINSHIP

Published Monthly Except July and August

An up-to-date, wide awake paper for the grades. Illustrated articles on Industrial Geography, New Work in the Grades, Drawing, Fables in Silhouette and other school room work.

Send for specimen copy and prospectus.

Subscription, \$1.00 a Year

NEW ENGLAND PUBLISHING CO.

299 BEACON STREET, BOSTON

Dutch Ditties

FOR

CHILDRN

FIFTEEN SONGS

WITH PIANO ACCOMPANIMENT

Words and Music

by

ANICE TERHUNE

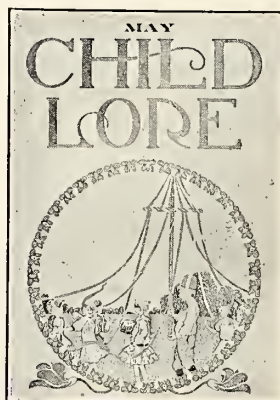
Pictures by Albertine Randall Wheelen

71.25 net

NEW YORK: G. SCHIRMER

BOSTON: BOSTON MUSIC CO

LONDON: SCHOTT & CO.



A
Magazine
for Young
Children

that stands in a
class by itself

Have You a
Child?

If so, you can do
nothing better than
to send \$1.00 for

CHILD LORE

IT IS A REAL EDUCATION IN ITSELF
IT APPEALS

To Every Mother

Because it contains genuine child literature.

To Every Minister of the Gospel

Because it is a magazine of ideals and high moral purpose.

To Every Kindergarten and Primary Teacher

Because it contains the sort of stories that she can use in her daily work.

To Every Superintendent and Principal

Because it is a magazine of genuine educational value.

To Every Lover of Children

Because, on account of its beautiful stories and dainty illustrations, it makes an ideal present.

CHILD LORE COMPANY

1427 UNION STREET

BROOKLYN, N. Y.

Send for Sample Copy

